

RECREATION



**Party
Month**

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FRONTISPIECE: FAREWELL TO THE SNOWS. Framed in the doorway of the ski house at one of our national parks, a ski enthusiast bids goodbye to his favorite sport and snowy slopes until another winter.

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Recreation

in February 1948

Lighting Up the Ordinary Hours of the Day With Recreation

THE SECURING AND preparing of food, the making of clothing, the provision of shelter—all this, up to a certain point, does not lie in the field of recreation.

Yet after a certain point the preparation of food, as at a picnic or for a Thanksgiving dinner or for a barbecue, may become a recreation which gives high satisfaction, and the eating of the food in good company, visiting with relatives and friends, with good conversation around the table, may have high extra-life values.

Clothing, too, may after a certain point be very much more than protection from the cold, from weather and a covering or exposing of parts of the body. It may become a very high form of art in giving satisfaction in beauty, in form, in color, in proportion.

Shelter, too, may be very much more than provision of a place to sleep, a place to eat, to be protected from the weather. The shelter may become very much of an expression of the personality. The shelter, the house may become a recreation center of first value, where it is easy for people to forget their inhibitions and be most truly their real selves, protected from the cruel, the bitter, the cynical.

What is done by the recreation worker in giving leadership in the neighborhood center may well influence what is done within the home in making it beautiful, in making clothing more meaningful and beautiful, in adding charm and richness and giving greater satisfaction in the daily meals, in making the dining room more truly a center of family living.

HOWARD BRAUCHER



"The distinction between work and play is not in the actual occupation, but in the mind."

PLAY AS YOU GO

Howard Whitman

DR. MARK A. MAY, Professor of Educational Psychology at Yale University, tells the story of an amiable Chinese who had never before seen a tennis game and was watching some missionaries play one afternoon. He saw them swing fiercely at the ball, run strenuously back to the base line, dash wildly up to the net. He saw perspiration form upon their brows. Finally, in a lull between sets, he gathered enough courage to say to one of them, "Begging honorable pardon, why you not get coolies to do this hard work for you!"

Dr. May is concerned, as we all should be, over the lack of a work-play balance in American life. Many of us are forgetting how to play. Some are making play into work. Others, like the amiable Chinese, just don't know the difference between the two.

America needs, as rarely before, the emotional health that a work-play balance can give. We need the increased productivity of the man who takes time to recharge his batteries. We can do without the tense, erratic activity of the playless man we sometimes call a "dynamo." We remember all too well how the dynamo frequently ends up in a doctor's office, to hear the stern ultimatum, "You've got to close up shop and rest for six months—or I can't be responsible." Today, with increased understanding of psychosomatic medicine, we know that there is something basically ill about men who work themselves to a frazzle. As Professor May points out, the dynamos are prone to develop stomach ulcers—"The ulcer type rarely plays at all."

What is the difference between work and play? Dr. Karl A. Menninger, of the Menninger Clinic and Research Foundation in Topeka, Kansas, sums it up this way:

"The psychiatrist plays at being a photographer, the professional photographer plays at being a hor-

ticulturist, the florist plays at being a carpenter, the carpenter plays at being an artist, the artist plays at being a cook, and the cook may, along with several million other blithe spirits, be playing at being a psychiatrist."

The distinction between work and play, says Dr. Menninger, is "not in the actual occupation, but in the mind." The individual's attitude toward an activity can transform it from grim drudgery to gay fun, or vice versa.

Dr. Menninger's brother, Dr. William C. Menninger, who headed the Army's psychiatric services during World War II, gave me this vest-pocket definition:

"Play is an activity which we choose freely—without necessity or outward pressure. We do it solely for the satisfaction we get out of it, and not for any monetary value. We are free to drop it altogether or shift to a different kind of activity whenever we wish."

Dr. Will Menninger is a stamp collector and an amateur ornithologist. There may be enjoyment, and plenty of it, in his psychiatric profession, but when it comes to sheer play—without compulsion or necessity—he turns to the albums and the birds. These he can pursue "just for the fun of it." Nobody cares how good or bad a philatelist or ornithologist he may be.

Work, on the other hand, is compulsory, has monetary value, and must be done whether we like it or not. Professor May calls work an "anxiety activity." We are afraid we may not measure up, afraid it may not turn out well. These anxieties, all too often, preclude any genuine enjoyment of work. "Fear and fun don't go together," he points out.

He personally happens to like boating. He scraped and painted a craft of his own one summer, which, as any sailor knows, is hard work.

"Sure, it was work in the sense of the physical energy that went into it," the professor relates. "But it was also more darn fun than you can imagine!" You doubtless have had similar experiences. If you had to hire out to a neighbor and shingle his garage roof you'd consider it a job. But if you get a bright idea to shingle your own one summer day, well, then it's apt to be fun even if it costs you more than the village roofer would charge.

Examine the work-play balance in your own life. Are you getting enough of the free, satisfying, non-compulsive activity of play to counter-balance the anxiety activity of work? For healthy emotional life there must be a balance between the two. Dwight Eisenhower knew this when he kept up his bridge games and the reading of Western novels during World War II. During the tense period when he was planning the invasion of France, he neglected his Sunday afternoon canters until a message arrived from the then Chief of Staff, George C. Marshall, telling him to be sure to do his horseback riding regularly—"and that's an order!"

Is all play, and no work, the answer? Certainly not. That's as badly off balance in the other direction. In a metropolitan newspaper there recently appeared an advertisement by a man who had retired with a \$25,000 income. He wanted to work free of charge as a minor executive in some company. Why? He was tired of just playing golf and tennis. His balance was overboard on the side of play, and he had the good sense to do something about it.

Professor Mandel Sherman has studied the work-play balance in hundreds of cases which have come before him in the psychology laboratory at the University of Chicago. One of the main stumbling blocks, he reports, is that many people consider play a luxury—or even wasteful and purposeless.

"Some of the puritanical origins of our concepts of work and play create an attitude regarding play which is both unscientific and unnatural," Dr. Sherman observes. "Some people believe play should be reserved for moments when it is either absolutely essential or for times when their work is completely done. As a result they cannot enjoy their play."

For the well-informed, play nowadays has special meanings. We are beginning to regard the man who brags, "I haven't taken a vacation in five years," in the same light as we would a motorist who boasts, "I haven't changed the oil in my car for 5000 miles." The personnel director for a



Bridge playing provides an outlet for aggression acceptable to everyone except the player's opponents.

large corporation told me recently, "Before I hire a man I always find out what he does for play. If he plays well the chances are he will work well."

At the University of Chicago, Dr. Sherman has found that play actually is good therapy for people who have burned out their emotional bearings on the grit of relentless work. "One of our most common problems with people who tend to become tense or neurotic is to balance their work and play," he states.

This, of course, is not accomplished with a magic formula. There is no way to tell just how many hours a week you must play in order to achieve a balance. Only your own sense of well-being can tell you that you are playing sufficiently. Only your own feelings of tenseness, irritability and worry can tell you that you are not playing enough.

Well, how do you go about playing? About the worst thing you can do is to earmark so many hours a week in which you will roll up your sleeves, grit your teeth, and play. Play cannot be taken like castor oil. I have seen too many examples of the grim golfer, chopping his way from fairway to fairway with a do-or-die determination to have fun even if it kills him. Obviously he doesn't want to play golf. Sailing, where he doesn't have a score to worry about, might suit him better.

In a discussion before the Association for the Advancement of Psychotherapy, Dr. Frederic Wertham told of a New York businessman who thought he was playing as much as he ought, or perhaps a little too much. "Why, I do half my business on the golf course," he quoted the businessman as saying. "I never go out for a game

unless it is with someone whose name I want on a contract."

This, of course, is work—not play. "Play must be spontaneous, unfettered. The man who does his business while golfing or sailing or skiing isn't playing at all. He is just working, with a change of scenery," Dr. Wertham declared.

He also cautioned against the man who chooses the wrong type of play—"One of the satisfactions of play is to excel at something. If a man is not good at one sport, he is free to choose something else. He is bound to find something he is good at."

That is one of the beauties of play. It is "satisfaction guaranteed." While you may not be the greatest lawyer or engineer in the world, you certainly have a chance to be a great fly-caster, trap-shooter, ice skater, camper, or squash player. Or you can assemble the world's finest collection of glass buttons, Sweet Caporal cigarette cards or Chinese chopsticks. Your work is something you are stuck with. In play you pick what you like—and if it doesn't like you, you pick something else.

Finally, Dr. Wertham warned that play must be carefree and spontaneous. The man who knows how to play isn't afraid, once in a while, to tell the whole office to go climb a tree while he takes time off to fish. Secretly such a man knows that he'll work a hundred per cent better when he returns.

"One man came back from a two-weeks vacation and told me he had a wonderful time," Dr. Wertham related. "But he complained that his rest hadn't done him any good. We talked it over for a while, and it wasn't hard to find out what was wrong. During the entire vacation he had worried about the money it was costing him." This kind of anxiety can make hard work out of the most delightful vacation. Any doctor will tell you that reasonable amounts of money spent on play are the soundest investments a man can make.

Over the ages, philosophers and physicians have evolved various explanations for why play is necessary and what it does to one. Play often is aggressive behavior in a socially acceptable form. We can swat a baseball, shoot a deer, kick a football, hook a fish, or punch an opponent in a boxing match—and no one accuses us of anti-social behavior. We can harmlessly "get our aggressions out," as the psychiatrists are wont to say.

Baseball shows a close affinity to the aggressive nature of primitive man. Think of Joe Caveman basking in the sun outside his favorite grotto when a stranger heaves into sight. First Joe tosses a rock at him. If this misses and the stranger comes closer, Joe picks up a club and tries to swat him. If this fails (or if the stranger is bigger than he is),

Joe runs like the dickens. At any rate, his primary activities are *throwing, swatting and running*—precisely the combination you have at the Yankee Stadium.

The aggressive nature of chess (often regarded as a mild, quiet game) was recognized in its earliest days among the Indian Buddhists. Believing that war was criminal, the Buddhists turned to chess as war's "moral equivalent" since it gave them a chance to attack, encircle, entrap and annihilate their opponents, without spilling blood. William the Conqueror played chess avidly when business was dull on the battlefield. So did Napoleon.

Dr. Karl Menninger, who likes chess himself, has this to say about the game: "An urbane friend who plays chess very skillfully was giving me some pointers one evening. Considering his own gentle temperament, I was surprised to hear him say, 'Perhaps you are not mean enough. You know you have to have a mean streak in you to play chess successfully.' What he meant was that one has to be ruthless and vigilant, as in all competitive contests."

Dr. Robert P. Knight, medical director of the Austen Riggs Foundation, says this of his own hobby, contract bridge: "The real bridge player takes a savage but outwardly jocular delight in squeezing the last possible defensive trick out of a doubled contract. This refined sadism provides an outlet for aggressions that is acceptable to



Play is "satisfaction guaranteed." You pick what you like, therefore you like what you pick . . .

everyone—except his opponents.”

During World War II, Cordell Hull occasionally refreshed himself with a game of croquet. But the elderly statesman probably realized that there is more to play than meets the eye. He named the croquet balls Hitler and Mussolini, getting a special satisfaction each time he delivered a hard wallop.

The Menninger brothers will tell you this is a sound device for getting out the aggressions. At their Kansas clinic they have used it for neurotic patients who need plenty of release. They name golf balls after people against whom the patients' feelings are directed, and let the patients go out and wallop them to their hearts' content. For the same purpose they have occasionally painted a pic-

ture of a mother-in-law on a punching bag.

The growing use of play in mental therapy indicates that all of us can help resolve, on the tennis court, the golf course, or on a fishing trip, some of the inner feelings which we cannot give vent to in a business office.

For a proper work-play balance, every man ought to strive for at least four satisfying kinds of play. These should be mixed and variegated, to fill his various needs. For example, he might have a stamp collection to gratify his acquisitive instinct, carpentry to fill his creative urge, tennis to get out his aggressions, and mountain climbing to satisfy his need to dominate and excel. The more anchors we have to windward, the less likely we are to founder in a storm.

Dancing invades a hospital . . .

We Trip the Light Fantastic

Nincie Currier

THE JOY OF dancing gives freedom from tension, relaxation, exercise and pleasure, no matter what the age. To quote Havelock Ellis: "Dancing and building are the two primary and essential acts." The popularity of this weekly program on Davis Ward of the University of Virginia Hospital shows no sign of waning. Our original "learn to dance" evening has expanded to include and stimulate other interests. By introducing "features" which furnish not only enjoyment but other normal outlets for energy and emotion, we encourage adjustment to the elements of acceptable social behavior and assist in diagnosis by affording observations of play behavior. Then, too, we provide channels for expression of hostility and aggression in non-destructive ways.

We have taught many to dance including cripples, amputees and partial paralytics. This activity re-establishes self-confidence in some, and in others creates a good level of interest. We vary the straight ballroom dancing with grand marches using simple or intricate figures according to the group. We intersperse the program with a variety of Paul Jones and novel means of partner ex-

change to keep the entire group active. If we have "wall flowers" it is because physically or mentally they are not "quite ready" and so theirs is a passive participation—but participation nevertheless.

We began when we were fortunate in obtaining the services of a professional dance instructor and of a talented hospital secretary who offered instruction in tap, ballet and novelty steps. Such enthusiasm and therapeutic results were derived that we decided to continue these weekly sessions as a recreational activity. This form of recreation provides a challenging project of socializing influences, a release and contentment, and an awareness of responsibility.

I shall tell briefly of several of our numerous variety evenings with dancing as the main theme. We think that these ideas may be of value to others because of the small expense involved, and the simplicity of their preparation.

Fiesta on Davis Ward

The patients decorated and arranged a large solarium in typical night club fashion with tables, shaded lights, flowers and cigarette girls wearing paper aprons and carrying decorated trays. The

master of ceremonies was well-suited to his role. Special piano and vocal numbers, specialty rhumbas and a variety of skits made the evening a huge success. Gingerale and sandwiches were served by order. Everyone danced.

Gay Nineties

Old well-worn and well-loved "Mellerdrummer" and "Can't Pay the Rent" skits were hilariously presented. A take-off on the Corbett-Willard fight was the highlight of the evening. During the dance intermission we sang such tunes as "When Francis Dances With Me," "Sidewalks of New York," "The Band Played On," "Waltz Me Around Again, Willie," "Bicycle Built for Two" and "Sweet Rosie O'Grady." The program was enhanced by the appropriate and colorful decorations.

Circus Day

The patients made illustrated posters which were placed in elevators and on bulletin boards in approved circus fashion. Admission was an "animal tear" (a silhouette torn from dark paper). Skill turned out as varied a menagerie as ever Noah put in his ark. Colorful silhouettes were pinned to a screen and later judged, the winners receiving peanuts. Pennants and streamers announcing the main events hung over improvised tents. These included fortune telling, a mighty muscle man, ring toss for lollipops, and several mysterious shows in humorous vein. The traditional popcorn and lemonade were consumed as an elimination dance progressed. Winners were presented with the usual circus dolls, these made by the patients. As one patient wrote in our hospital news, "The happy lot of people were loathe to leave, but grateful to the staff for considering social enjoyment in addition to physical welfare. This circus will long and happily be remembered."

Easter Parade

To the tune of "The Easter Parade" the gayest spring dance began with a grand march by the men, each modeling a masterpiece in hat design. Ever since Eve, the women have loved to adorn themselves, but this time they created the concoctions and adorned the men. For the first dance, the man claimed the lady to whom his hat belonged. The making of the interesting bonnets was a fine project. Smash hits winning the prizes of miniature Easter baskets and dainty lapel flowers included a startling paper cup and ribbon bonnet, a green and crimson foil styled as a flower pot, a construction-paper sunbonnet, a decorated victrola record which was disguised as a collegiate

platter replete with tassels, a scarf and lamp shade combination, a huge knit yellow chick nestled in green finger painted grass. First prize was awarded the wearer of "The Egg and I." This stunning creation was made of an egg doll face perched on pink and blue felt and tied with streamers of blue.

Ride Your Hobby Horse to the Dance

Posters announced our hobby show. We decided to combine a hobby show with a dance night to further develop an appreciation of, and to stimulate a participation in, our arts and crafts project. There is a tremendous surge of interest in the arts and crafts and this gave us an opportunity, between dances, to get ideas for ourselves as well as to admire the creative work on display. Almost every acceptable type of handcraft was presented. There were beautiful designs in wood, metal, pottery and leather which showed work habits well established. There were effective charcoals, finger paintings, water colors, oils and other media paying tribute to art through contentment of self-expression. The articles were useful as well as ornamental. Sculpture ran from soap and clay to that in more permanent materials.

Wearing o' the Green

If life is prosaic, it was livened on St. Patrick's Day with the wearing o' the green. This was used in ties and shamrocks for the lapels of the men, and in aprons and bows for the girls. We used the "paper tear" in a different way this time, holding a folded paper behind the back and tearing an original design appropriate to the day. Decorations had been made in keeping with the occasion, and hand sketched pictures depicting song titles were guessed. These also were made by the patients. A brief outline of the life of St. Patrick and customs of Ireland were given in questionnaire style, and a contest held in the dancing of a "jig."

On other dance evenings we have had interesting intermissions of play reviews, brief sketches and recordings of operas, tall tale contests, favorite poems of each one present, home talent in skits and musical entertainments and origins of customs. We also have had evenings when we danced on our tiled roof and discussed the constellations and their stories. In addition to the value of the dance, music plays an important part in program, enlarging the zone in which staff and patients can work and play together. Through our varied offerings, many expressions of talent have resulted in new and closer friendships.



Advice to a Young Artist, Honoré Daumier (1808-1879)
National Gallery of Art, Washington, D. C. (Oil on canvas)

Oil Painting*



***Why not try
it yourself?***

Florence Anderson

MANY WOULD-BE ARTISTS are intimidated by the thought of painting in oil. An oil painting to them means a canvas as big as the living room wall, depicting elaborate scenes or figures and surrounded by a massive gilt frame. Actually, an oil painting can be of any size and portray the simplest subject matter.

Paint what you see about you—your friend's new hat, your mother's old wooden bowl, your child's worn shoes, some apples, oranges and bananas. Paint an apple tree when it is strutting with its April bouquet of blossoms; paint your family—they are usually willing and long suffering subjects; paint your hopes, your joys, your heartaches and your dreams. A paint brush or palette knife will carry you away from a hundred cares of the day into a vibrantly glowing world of color and form. It is a world you should not miss and *a little courage mixed with paint* may even result in producing a masterpiece, who knows? You'll be surprised to see what happens!

Painting is not difficult, and whether you make it your hobby or your vocation, it is something you can enjoy as long as you have strength enough to hold a brush! One of the world's most famous painters, Renoir, even painted masterpieces when he was so crippled with arthritis that he not only could not hold a brush, but had to have it strapped to his hand.

Before putting paint on your canvas, outline your drawing in charcoal or pencil. Some painters with more assurance use a brush and paint thinned with turpentine for their original drawing. Many prefer to do this sketching in a violet or reddish color which gives vitality to the outline.

If the drawing goes wrong, a little turpentine on a paint rag will clean off the canvas for a fresh start. If you use charcoal, it may be wiped from the canvas with a dry cloth or cleansing tissue. Whatever medium is used for the outline, it will soon be covered by paint.

Painting Tools

Essentials for your painting are the following: tubes of oil paints; several bristle brushes from one-quarter to three-quarters inches wide; a palette; either canvas boards or canvas stretched on stretcher strips; a palette knife and a little turpentine. The turpentine may be placed in a small tin cup which fits on the palette. All art stores and most paint shops carry this equipment.

If you have no easel, prop your canvas board or canvas in a chair. Some beginners even set the chair upside down, using its legs as a rest for the canvas.

Paint boxes are handy to carry for out-of-door sketching. A large shoe box, however, will serve the same purpose.

The Paints

The following tubes of paint, which sell for about fifty cents each, are a good selection for beginners: cadmium red medium, cadmium red light, cadmium yellow medium, cadmium yellow pale, ultramarine blue, cerulean blue, vert emeraude and zinc white. In addition, you will need, especially for life painting, yellow ochre light and burnt sienna.

Some painters also include ivory black. Others depend on a mixture of ultramarine blue and cad-

mium red for a very dark color. If you use black, do so sparingly.

At first you could confine your colors to: cadmium red medium, ultramarine blue, cadmium yellow medium, yellow ochre light and zinc white. Squeeze a small blob of each on your palette.

Ways of Painting

There are no set rules in painting. Each artist has his own technique and you will discover yours as you try to describe with paint your impression of the thing you are observing. A popular technique with many beginners is to paint directly, without underpainting—that is, to brush the paint into the canvas without preliminaries, placing the darker tones on first. After the darks, the middle tones are placed, leaving the lightest areas (except the background) to the last.

Another technique in direct painting is to place the colors of the middle tones on first, the darks next and the lights last.

Other painters fill in the outlines on the canvas with underpainting (turpentine mixed with paint). This underpainting approximates the color of the object or area to be painted, but it is a little lighter in tone. On this background, which helps to hold the colors together, the colors are then painted in without thinning. When just starting, it is better not to do underpainting. Simply take your paint brush, dip it into the paints and begin.

Use only a few colors at first. Practice mixing these on your palette to get any color you wish. The important ones are, of course, the primaries: red, yellow and blue which, when mixed with each other and when mixed with white, will produce a wide variety of different colors.

It is good to use a large canvas. Since many paint boxes carry twelve-inch by sixteen-inch canvas boards, this is a convenient size for out-of-door sketches. Other popular sizes are sixteen-inch by twenty-inch and eighteen-inch by twenty-four-inch.

In order to get the feel of the paint, sketch with the brush on large sheets of paper, and paint on cardboard before trying it on canvas. Even newsprint paper (which is usually available in large pads at any art store), although it won't absorb the paint, will be suitable for practice purposes.

Some painters use a palette knife instead of a brush. This is a more bold technique but is not recommended for the beginner who needs to get the feel of the paint in the brush stroke. When you're in a daring mood, however, take the knife

and slap the paint on with it. You can even use your thumb!

Get a few friends together to paint with you and share the expense of an instructor or life model. Working with others in a group gives you a better perspective on your own work. You will soon realize that everyone has the same painting problems and you will be helped by the criticism and stimulus which you receive from the group.

Painting Out-of-Doors

When painting in the open, do not place on your canvas everything you see, but select some objects and omit others in order to have a unified picture and to emphasize the point of interest. When the wind starts to blow and your canvas is jittery on the easel, it's a good idea to find a big stone and tie a rope around it, hanging it to the center of the easel as an anchor. This will hold the easel steady.

No matter how isolated a spot you may have selected, you will soon be discovered by a child, a cow or ten people and two dogs! They will have great interest in your work and will ask you many questions. Especially will they want to know if you sell any of the stuff! Some may even tell you that you're making a mistake to put on that shade of green. Be nonchalant!

One painter, who was surrounded by a crowd, took off his cap, held it out to the crowd and said, "Help a poor painter." He was soon alone.

Painting Pointers

If possible, use a different brush for each color so that you won't muddy your work. When using the same brush for different colors, clean it by wiping it with a rag, dipping it into turpentine and wiping it again with the rag.

Some artists do not use linseed oil when painting. Some believe that the addition of more oil to the paint may affect the lasting value of the colors. Linseed oil also thins the paint.

Don't be skimpy with your paint; use plenty of it. Let the brush strokes be visible on the canvas. Painters sometimes say, "Starve the stomach, but feed the palette!"

Paint things which interest you, for this will give spark and life to your painting. Concentrate so that you won't even want to whistle, and won't hear the dinner bell!

Paint an object the way it feels. If it's soft, show softness with your brush. If it's hard and large, use hard and large strokes. If it's delicate

and dainty, let your brush transfer those qualities to your painting.

Have your brush strokes show the contour, shape, roundness or sharpness of the object. Try painting a picture of an egg, showing its lights and darks, roundness and smoothness. It is said that if you can paint an egg, you can paint anything.

When you are finished, clean your brushes by dipping them into turpentine and then washing them with lukewarm water and soap. Scrape the paint from your palette with the palette knife. Clean the knife with turpentine.

Your painting will require several days or weeks in which to dry, depending on the thickness of the paint. After six months, you might brush mastic varnish over your painting. This is not absolutely necessary but will help to preserve the colors and give a finished look to your picture.

Framing the Masterpiece

A frame placed around the completed oil painting helps you to see its errors and your achievement! Have several frames handy in the sizes of the canvas boards you use most frequently. Give your paintings a chance to hang on the wall. In this way you'll see where they might have been improved, and you will be surprised at your own progress.

It's not necessary to purchase expensive frames. Buy them in raw wood at an art store, and rub them with Casein mixed with water, or some other similar preparation. Casein dries immediately. Oil paint may also be rubbed into the frame to get the desired tone. In general, light toned frames several inches wide are most satisfactory.

Stimulators and Resources

Get in the habit of going to art galleries whenever you are in a large city. A good way to learn is to observe the work of many painters, both the modern and old masters. Study the composition, the brush strokes, the color. See how the painter conveyed his impression to you.

Be open-minded to various types of painting. If you think that a child could have done a certain painting, it may be that you are unconsciously paying a compliment to the artist since a child's approach is often more direct, simple and imaginative than that of adults. As you paint more and more yourself, then you may be justified in walking into a gallery and murmuring, "They had a nerve to put a frame around that!"

Collect your own art prints. They may be purchased inexpensively from art museums and print concerns. Popular magazines, such as *Time*, *Fortune*, *Life*, and, of course, the art magazines, have reproductions of paintings which are interesting to study and mount in scrapbooks. Some commercial concerns are now using good paintings for advertisement purposes. This is a boon to the painter's purse.

Read books. Beautiful art books with good prints are available in any bookstore.

Suggested Reading

Anatomical Diagrams—James Dunlop, The Macmillan Company, New York.

Art Spirit, The—Robert Henri, J. B. Lippincott Company, New York.

Color and Method in Painting—As Seen in the Work of 12 American Painters—Ernest W. Watson, Watson-Guption Publications, Incorporated, New York.

Creative Teaching in Art—Victor D'Amico, International Textbook Company, Scranton, Pennsylvania.

Elementary Free Hand Perspective—D. M. Norton, Bridgman Publishers, Incorporated, Pelham, New York.

Experiencing American Pictures—Ralph M. Pearson, Harper & Brothers, New York.

Gist of Art—John Sloan, American Artists Group, Incorporated, New York.

Natural Way to Draw, The—K. Nicolaides, Houghton Mifflin Company, Boston, Massachusetts.

The following magazines:

American Artist—Watson-Guption Publications, Incorporated, 330 West 42nd Street, New York. (This is the most useful magazine for beginners.)

Art Digest—Art Digest Incorporated, 116 East 59th Street, New York.

Art News—Art Foundation Incorporated, 136 East 57th Street, New York.

Some sources for prints:

Artex Prints, Westport, Connecticut.

Associated American Artists, Incorporated, 711 Fifth Avenue, New York.

Chicago Art Institute, Chicago, Illinois.

Metropolitan Museum of Art, Fifth Avenue and 82nd Street, New York.

Museum of Fine Arts, Boston, Massachusetts.

Museum of Modern Art, 11 West 53rd Street, New York.

National Gallery of Art, Smithsonian Institution, Washington, D. C.

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Editor's note—See inside back cover of this issue of RECREATION for materials on arts and crafts available from the National Recreation Association.

*From "Try It Yourself," by Florence Anderson, *The Woman's Press*. \$1.00.



It's Time for Recreation

Charlie Vettiner

SURE, I KNOW that more than 70,000 spectators watched a football game up east a few weeks ago. I know that hundreds of thousands more watched other contests all over the nation and what's more, got a kick out of seeing outstanding players perform. But the thing a lot of us would like to know is, "Are these interested spectators remembering to provide the sport for the thousands of American youngsters who would like a taste of sports, but are not good enough to play ball on either a high school or college team?"

Maybe you don't know just what we are driving at so let's ask it this way: "When you sat up in the stands seeing the 'cream of the crop' perform, did it occur to you that back home on that vacant lot on the corner there are youngsters loafing around, wishing someone would lend them a ball of some kind so they could get a game going?" Now that we've raised the question, let's raise another: "Are the people of your community interested in Future America or do you live in a place where all they do is 'cuss the kids out' for getting into trouble?" Every grown man, who was a boy once, knows that if you give those kids a chance to play the same game you paid plenty to see the experts play, they'd be O.K.

It's time for recreation in your community! The place you live in is either guilty or not guilty of seeing that boys and girls, too, are provided recreation facilities which will furnish an outlet for the vigorous, normal energies which flow constantly from our youth. Don't point to the high school teams of your town and say, "We've done our part for our young people. Look at the team we have." Brother, when you do that you are hedging on your responsibility to the hundreds of other children who want to play and are wistfully looking to you, wondering why you don't see to it that a recreation program is started for them.

Here's a picture that was painted in a small town just this week. Dusk was settling over a vacant lot where about forty boys were playing with a

football in a dangerous and disorganized manner. By actual count, fourteen men passed that eager band of aspirants to future football fame. None of the fourteen seemed interested in them, but then came number fifteen. Seeing the youngsters trying to play a game they knew nothing about he stopped, talked to them for a while and soon was a part of their game, showing them fundamentals and supervising their play.

That's the sort of thing that the nationally known Jefferson County, Kentucky, recreation program does. It moves in on every vacant lot and school ground in the county, placing trained supervisors in strategic areas to conduct football clinics and other athletic clinics in their respective seasons, so kids, fourteen years of age and under, can have sports as a recreational outlet by actually engaging in them, rather than wistfully watching high powered teams from grandstands and wishing they could perform, too.

Don't misunderstand and think that athletics compose the entire program of the Jefferson County Playground and Recreation Board, because they are only a small part of it—but a very popular part. Ask the parents of the boys who play in those recreation sports' clinics each Saturday morning and they'll tell you that the clinics are filling the young people's need in a safe, sane manner.

The next time you thrill to those highly skilled performers on the grid, the diamond and the hardwood, ask yourself if it isn't time your town remembered that little boys are eager to play, too. Remember that those little fellows will be the stellar performers you'll be watching a decade hence. Why don't you take the lead in your town, city or county the way Max Sanders, Chester McDowell and E. P. White, Jr. did in Jefferson County and remember that "It's Time for Recreation" for future America?





Campers at municipal Camp High Sierra look across Twin Lakes to the snow fields of Mammoth Crest.



The main lodge, amid pines, is center of social recreation in this family vacation camp.

Camping in Southern California

The interesting story of the development of camping in this part of the country is told by Dr. Philip Seman, Honorary Chairman, Chicago Recreation Commission.

THE CAMPING MOVEMENT in the United States has been gathering impetus during the last half century; but nowhere has it gained more widespread interest and participation than in Southern California.

The Department of Playgrounds and Recreation in Los Angeles first became interested in the possibilities of camping as a public recreational activity more than thirty-five years ago. The record indicates that the first camp was established on the beach at Corona del Mar and consisted of a temporary collection of tents designed primarily to handle the outings of boys' and girls' groups. However, the idea immediately proved popular and the department in the first year tried to meet the demand by supplying outings for whole families. The following year (1912) the camp was moved from the beach to a location up in San Gabriel Canyon. This, too, was a temporary arrangement. However, the record further tells us that for two years this camp flourished and families found great joy in the outings offered.

In 1914, thirty-four years ago, the department's first permanent camp was established. A site was provided in the San Bernardino National Forest at Seeley Flat. This beautifully wooded area, seventy-five miles east of Los Angeles, provided an ideal location for the establishment of a recreation service which since has been enjoyed by thousands of persons.

Along meandering Seeley Creek and in an area which once saw the excitement of a miniature Gold Rush during the days of '49, a picturesque camp was constructed. Permanent rustic cottages, each designed to accommodate a few individuals or a family group, were built; kitchens, a large rambling dining room, showers, an outdoor camp-fire circle, and a recreation lodge building were erected. Structures were placed amid the pine and incense cedars in such a way as to preserve the natural beauty of the location. Accommodations provided for approximately two hundred and fifty guests. At some distance away, in a sunny spot, a swimming pool was built.

For many years Camp Seeley flourished as a camp where individuals might enjoy a grand vacation at a very small cost, the fees being based upon a non-profit plan of operation. Organized recreational activities were provided—camp games and sports, nature walks for children, handcraft, horseback riding, swimming, organized hikes, and other constructive daytime activities. In the evening, the campers gathered inside the lodge for many social activities.

The success of Camp Seeley led to the demand for additional facilities, and in 1918 the Los Angeles Recreation Department opened a similar vacation center at Camp Radford. Situated ninety miles east of Los Angeles, on a mountain slope commanding a sweeping vista of the upper Santa Ana River Valley, this camp had appealing beauty for those who love the rugged mountains; and as the attendance figures indicate, there are many in these parts who have abundant love for this kind of experience. Camp Radford's facilities and program were quite similar to those of Camp Seeley.

A growing interest on the part of Los Angeles residents in the High Sierra country led to the establishment of a third family vacation camp. This is located 338 miles north of Los Angeles, amid some of the most magnificent scenery to be found in the continental United States. The High Sierras at this point soar majestically to heights of 12, 13, and 14,000 feet, with their granite summits snow-capped summer and winter. The region is also intensely interesting because of its history as part of the frontier period of the nineteenth century, and abandoned gold camps and ghost towns are places of great attraction to campers, young adults as well as oldsters.

Camp High Sierra was designed as a smaller and more intimate type of family camp than either Camp Seeley or Camp Radford. The others were built to accommodate approximately 250 people at a time, while Camp High Sierra was designed for only 100 individuals. Facilities and camp activities, however, were quite similar except that the high altitude of the Mammoth Lake country, 8400 feet, made it inadvisable to build a swimming pool. Sight-seeing trips to the many points of interest in the vicinity, fishing excursions, long horseback trips, and even journeys by pack train into the interior were popular added features. To aid campers in seeing all there was to see in the region, the Recreation Department provided a "rubber-neck" bus without roof or sides so that those taking

the trip could be taken from place to place on half-day or one-day excursions.

In addition to the three family vacation camps in the mountains, the Recreation Department used the natural wilderness beauty of Griffith Park, right in the city, as a location for two camps for children; one a girls' camp designed originally to meet the needs of girl organizations such as the Campfire Girls, Girl Scouts, Y. W. C. A., and so on. As the demand grew, however, the Recreation Department eventually found it advisable to operate its own outings, and has found that it can, in this way, serve a very large number of girls who otherwise would be unable to go on camp excursions. A boys' camp in Griffith Park flourished for many years in similar fashion to the girls' camp. During the depression period, however, the camp was loaned to the Federal Government as a haven for transient boys who at that time were flocking to Los Angeles in very large numbers. Later it became a CCC Camp, and during the war was used by the Army as a military center. Because its location is not considered by the Recreation Department as attractive as that of the girls' camp, it will not be re-established as a boys' camp. Instead, according to the superintendent of the Recreation Department, there are plans for the construction of three new children's and youth camps in the recently acquired Hollywoodland wilderness, an addition to Griffith Park lying to the west of the older park. It is impossible to describe the natural beauty of this area. In spite of the fact that it is in the heart of the City of Los Angeles, for all intents and purposes it could be literally hundreds of miles away from "civilization."



A girls' camp in Griffith Park, in the city, meets needs of girls who otherwise would be unable to experience camping.

In latter years, the plan of operation for Camp Radford and Camp Seeley has changed. Prior to the war there was a growing demand for a camp which organizations could take over and use for their own outings. Churches, clubs, lodges, young people's organizations and other agencies appealed to the Recreation Commission for such a facility. Experimentally, Camp Radford was transformed into this type of camp. The original plan of offering outings for individuals and families was abandoned and organizations arranged to take over the camp for a week or two weeks during the season and put on their own outings, furnishing meals, staff, and recreation leadership. The role of the Recreation Department was to provide the facilities, their maintenance, and advice and counsel to the organizations in planning their programs. As we all know, during the war it became virtually impossible for individuals or families to travel any distance from home. The Office of Defense Transportation, however, authorized the provision of extra gasoline for the transportation of youth groups only to mountain vacation centers or camps.

Under these circumstances, the Recreation Department found that Camp Seeley could also be widely used only if it were placed upon an organization basis such as in effect at Camp Radford. This was done. The result was so great a demand from organizations for use of these two camps that the Recreation Commission has continued to pursue this policy even after the war. It has been found that more persons can actually be served with mountain vacations in this way than under the prior system, and the purpose of the camps can best be achieved.

Camp High Sierra, on the other hand, has been re-established since the war as a family vacation camp. Interest in the High Sierra country has mounted to unprecedented heights. Almost before Camp High Sierra opened for the season this last summer, the record shows that virtually every reservation for the entire season had been taken.

As an outgrowth of this interest in the High Sierras, the Recreation Commission of Los Angeles has, I am told, broadened its views on the possibility of a recreation service to Los Angeles residents, giving them an opportunity to visit this area. The Water and Power Department of the city owns large holdings of land throughout the region, which were acquired for the purpose of developing the supply of water for Los Angeles. The Recreation Commission and the Water and Power Commission have seen the possibility of developing some of these holdings in order to serve the recreational needs of vacation-seekers. One

example of this new program is the establishment of municipal boating and fishing facilities at Crowley Lake. Crowley Lake is a large reservoir some ten miles in length and five miles in width, situated within eighteen miles of Camp High Sierra. Desiring to protect the water against pollution and yet enable anglers to use its trout-filled waters, the Water and Power Commission and the Recreation Commission agreed upon a plan of operation. Under this plan the latter has established boat-houses, docks, and other public conveniences; has provided a fleet of small motor boats for fishermen to rent, and has established safety regulations and a regular lifeguard patrol on the lake. The place has quickly leaped into fame as one of the greatest trout fishing lakes in America and has amply demonstrated the efficiency of the municipal recreation program for the benefit of the residents of a large city, even when they are on vacations more than three hundred miles from home.

Even more interesting than this is the fact that California, and Los Angeles in particular, once more illustrates the possibilities of fine cooperation and coordination of public departments for the good and welfare of its citizenry, thus creating greater efficiency and economy in the conduct of its service.

Camping in one form or another under the auspices of the Los Angeles Recreation Commission is now an all year project. Lamp Clubs are organized by playground directors. The term "Lamp" is made up as follows: the letters L and A for Los Angeles, M for municipal, P for playgrounds; and there is a Lamp Club at almost every playground. Some playground directors carry on fund-raising events throughout the winter to make it possible for their groups to participate in the annual summer outing at Girls' Camp.

Beginning with October 1946, Griffith Park Girls' Camp established weekend outings for girls eight to sixteen years old who, in this picturesque mountain retreat, enjoyed complete programs of recreational activities, meals, and cabin accommodations under supervision of trained women recreation directors. Each weekend outing began on Friday after school and ended Sunday afternoon, at a nominal cost of five dollars and fifty cents.

Outside of these municipal camps, Los Angeles and Southern California offered healthful, wholesome camping opportunities through such agencies as the Girl Scouts, Camp Fire Girls, Girl Reserves sponsored by the Y. W. C. A., Camp Max Strauss, and so on. These camps, as well as a similar number from the Southern California Camping Association, reported more than 75,000 boys and girls



At some distance away in a sunny spot, a swimming pool was constructed. Camp Seeley flourished.

last summer in the eighty-one member camps.

Where it is impossible for a girl to go away to camp for several days or weeks, the day camp provided by Girl Scouts, Camp Fire Girls, and other civic groups offers many one-day outings. Last year the Girl Scouts alone registered almost 3,000 girls in nineteen one-day camps. However, there are still 30,000 boys and girls not served by one of these camping programs.

The superintendent of San Diego County Schools tells us that the need for extending the values of camping programs to larger numbers of young people has become increasingly evident, particularly for an increase in the phases of youth programs which have a positive beneficial influence on youth in general. This problem has resulted in the meeting of several groups as representative members of the Camping Committee of the San Diego Coordinating Councils. This representative committee launched the project of obtaining a lease on a former CCC Camp in Cuyamaca State Park in San Diego County and initiated the necessary procedures for the establishment, through joint ordinance under the community recreation act of the San Diego City and County Camp Commission.

The superintendent and supervisor of recreation in Los Angeles have adopted the criteria for judging the effectiveness of a camp program, as set up by Dr. Elbert K. Fretwell of Columbia University. Some of the considerations included in this criteria are: Is a youth safe? Are the health requirements for campers, counselors, cook and the whole personnel of the camp adequate? Has the camp adequate provisions to prevent or to care for possible illness or accidents? Is the physical environment

and equipment adequate? Is the camp program aiding in developing hygienic habits of living? Does the camp enable the boy or girl to keep well?

Does the camp furnish favorable opportunity for developing, through satisfying practice, the qualities of a good citizen? Are the camps providing opportunities for initiative, leadership, cooperation, and intelligent obedience to authority?

Is courteous consideration of the rights and obligations of others a part of everyday living? Is there a kind of high, joyous seriousness in the spirit of the camp? Are the counselors genuine? What kind of talk goes on in camp when campers and counselors are just talking? Is the program of activities well-planned? Does the camp provide for individual differences of interest? Is there well-regulated freedom, and attractive activity free from hurry, strain, worry or envy? Can the camper get satisfaction out of worthwhile activity well done, rather than by surpassing somebody? Does the camp provide new or supplementary outdoor experiences? Does the camper have new experiences with flowers, birds, bugs, trees, mountains and the open sky? Are these experiences guided enough but not too much? Do the campers develop a larger repertory of sports in which they can participate with increasing skill and satisfaction? Is the camper helped to get out of the "dub" class and into some activity? Does the camp foster the mental and emotional attitude of seeking, knowing and understanding the beautiful? This beauty may be in generous, courteous, helpful acts; in music, dramatics, in the rising sun.

What is the spiritual attitude of the camp? Is it free from cynicism and superficial, smart sophistication? Is there a spirit of reverence for the true, the beautiful and the good? Is there serious guidance in helping the camper to think through the problems that confront him? Is the camp a happy place? Is there wholesome comradeship, free from sentimentality? Is there in everything the joy of being alive? Is there one specific person in camp responsible for the camper, asleep or awake, and who is that person?

This criteria is not complete and I am sure can easily be added to; but suffice to say that if every camp in the country could answer these questions truthfully and secure at least an eighty-five per cent average, and if every boy and girl in America could have the opportunity of camping experience under these circumstances, we would, within less than a generation, need have no fear about the devastating effects of wars or the latest of all fears—the result of atomic bombs in future wars—for there would be none.

Don't Poison Yourself

Dr. Henry Seidel Canby, prominent editor writes in observance of Brotherhood Week—February 22 to 29, 1948. Brotherhood Week was established by the National Conference of Christians and Jews to promote justice, understanding, amity and cooperation among those of different faiths and nationalities.

IT IS CURIOUS that most worthy people who have been attacking racial prejudice in this country have not used one argument which history has again and again proved true. They think only of the victim of racial prejudice, his sufferings, his wrongs, and the damage done to his dignity as a man. They forget what happens psychologically to the prejudiced man or woman.

The abolitionists before the Civil War were equally narrow sighted. They talked only of the harm done to the Negro by slavery. They said little or nothing of the moral damage to the white man who owned him. It was easy for the South to point out that the Negro slave was at least better off than he or his parents had been in savagery in Africa; and that freedom for many slaves might prove a doubtful blessing.

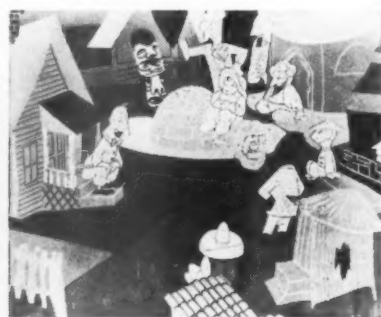
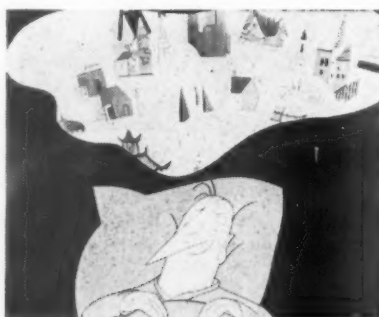
What may have been the deepest curse of slavery was seldom mentioned in the North, although enlightened Southern leaders had been aware of it for a century. It was the subtle corruption of the owners of slaves by irresponsible hands over human beings. It was the cheap superiority of the poor white, who had been ruined by slavery, and had only his hate and contempt for an oppressed

race to keep up his self-respect. For there is no snake in the breast more dangerous to the man who carries it, than unreasoning hate and nursed contempt. It is the most poisonous kind of compensation for failure or for lack of self-confidence. Despise a race, or hate a race, or dislike a race, and the poison will come out like invisible boils. Whatever goes wrong irritates the haters first. The hated get the blame for everything. And a really prejudiced man becomes a center of infection. But he infests himself first.

Racial prejudice has killed the bodies of millions in the last few years. We cannot forget that. But it is still warping the spirits and cramping the minds of tens of millions of the prejudiced. They are unaware that the man who hates and despises a race or a group without discrimination, will sooner or later, though perhaps only in the secret recesses of his mind, come to hate or despise himself. He has been poisoned, though he may not guess the cause. Here is something upon which history, religion and psychology all agree.

Editor's note: See "Teamwork for a Healthy World," address by Dr. Henry S. Leiper, in December 1947 issue of RECREATION.

New Film **Brotherhood** **of** **MAN**



This excellent one reel, 16 mm. cartoon motion picture in color, released by Film Alliance of America, 1600 Broadway, New York City, wittily tells the important story of the inherent equality of men whatever their race or color. In it, Henry, (the average white man), dreams of the peoples of the world. He wakes up to find "One World" of different peoples—Chinese, Eskimo, Indians, Europeans and others—in his own backyard. He

dashes out to welcome them, but his suspicion and doubt hold him back. Each of the One World citizens has a little green doubter inside him, too. So what started out as a round of handshakes, winds up disastrously. Finally, however, Henry is shown that only color and a few other "frills" distinguish the three basic races. Everyone shakes hands and agrees that "All we need is a little brotherhood and equality for all."

The Divisive Factor

Digest of a talk given to the American Sociological Society by Marie Merrill, formerly Director of the Community Center Department, Board of Education, Chicago

TAGORE DEFINES SOCIETY as a "natural regulation of human relationships so that men can develop ideals of life in cooperation with each other." People do not like to be alone. They do not like to think alone. Take, for instance, the man you know who wants to think so differently from other folks, to be independent. Actually, he is the one who is constantly trying to get other people to think as he does; only his idea of getting together is one of uniformity rather than unity. As long as he remains aloof, he is a lonely man; human nature is such that we can find complete satisfaction only through sharing with others.

As a child I wondered, as I suppose most children do, why history was nearly all a study of how people fought each other. I wished I could write a history of how people lived and worked together. However, I find that we are too often concerned with the "uniters," at the expense of becoming unfamiliar with the dividing factors which create problems in society. It is necessary to take a look at these "dividers," both common and special, in order that we may circumvent them. Life at its best is not simple; but here we are, and we must learn to get along together.

Close contact with many different sections of a large city gives one an opportunity to know community life, how it organizes and disbands, how community projects work and how they fail. My days as Director of Community Centers in Chicago have helped me see some of the why's of success, failure and difficulties.

In some communities there are natural dividers such as railroad tracks. In such cases, the group on each side holds together in some ways but does not always pull with the other. It would be well if the tracks served as the tongue of a wagon between a team of horses. Usually they do not. Often one side has advantages or conditions which make it seem superior to the other side. Do you

remember the comment Will Rogers made about a town? "You see," he said, "the south side of the tracks looks like it has most money, but it only owes the most."

One day a neighbor came to the settlement house as the proud bearer of the news of a local man long ailing. I asked her what his illness really was. "Well," she said, "it's like this. If he'd a been one of the folks over by the lake, he'd a died of tuberculosis; but bein' poor and over this way, he died of just plain whiskey."

In some localities, the divisive factor takes the form of gangs; in another, it may take the form of organizations. Such gangs and organizations are self-centered in their interests, resorting either to machine guns or to polite warfare to settle their differences. Sometimes the machine gun method seems the neater. Isn't it strange the way people trust lots of folks individually but suspect them collectively?

There too often is the organization that has a definite idea of community program which it is unable to carry out; but which it does not intend to allow any other group to undertake either. Such an organization may have as its work local improvement, boosting business, educational work or such; but under no circumstances will it allow another organization to go ahead and put in the new street lights. Often, too, one of these organizations will refuse to cooperate with others on a community council for fear of losing its "individuality."

On the other hand, two active and opposing groups may be a good thing if the welfare of the community is the first concern of each. Methods, or attitudes, may be the divisive factor. A pressure cooker should be used properly, in order to obtain satisfactory results!

It is interesting and heartening to see groups uniting to defend the district as a whole. During

the days when I acted as head worker of a settlement house, its constituents were divided by standards of interests and living which were not due to economic conditions, but to attitudes. It took three years of effort and the cooperation of many, but we finally succeeded in changing the attitude of one whole group so that no longer did the youngsters from S. Street stand outside the windows during a party and spit at the boys from H. Street as they came within range.

A divisive factor found in our cosmopolitan cities and towns is often those people with the background of an early life in another country. It is difficult for them to adjust to our way of life, and hard for us to understand their point of view on many things; and within these nationality groups, themselves, we find further division. We need to have patience and to give real thought to the problems involved. We need to try to understand, and have respect for, each others cultural patterns, to learn from each other, to find some common denominator which will enable us to work and play together.

Then there is conflict between the older folks and the young folks with ideas still in the process of formation—conflicts on standards of morals and ethics. Many of these divisives show up in leisure time activities and interests. Activities and interests may not coincide because of the difference between what young people would like to do and what activities are offered to them by their elders. (They should help in planning their own program.) This difference, added to the lack of well thought out standards, increases problems and may lead to creating or increasing delinquency.

Again, conditions in a community can change greatly without our being aware of what is happening. A district changes from a stable, home-loving American-born group to a mixture of several newly arrived nationalities; another changes from a homogeneous group to apartment house families who have the habit of moving every year—and the local council operating the community centers for these districts wonders why the unity of community interests seems to be disappearing. The community council has not seen the developing of divisive factors. We need to study our communities, know their changing needs and the reasons for them in order to foresee and avoid problems wherever possible and maintain a common unity.

All groups have something to offer, all have something to get. Let's watch out for these dividing factors, and pool our best for the good of the community as a whole.

Swimming Pool

Chlorine vs. Bromine

FOR MANY YEARS chlorination has been the generally accepted method of disinfection for swimming pools. During the war, however, chlorine was difficult to obtain, and attempts were made to find some equally efficient substitute. Of the various processes tried, the use of bromine seemed to be the most successful. These experiments have raised the question as to which of these, chlorine, or bromine, is the better solution to the problem, not only from the purification angle, but also as to cost, equipment needed, and the effect upon pool patrons as to odor and irritation of the mucous membranes.

Upon instituting inquiries as to the relative merits of these two disinfectants, the National Recreation Association has discovered that, to date, there has been surprisingly little published authentic data on the use of bromine. Illinois is the only state reporting its considerable use, while the state of Michigan has made some comparative studies of the use of the two chemicals. Before quoting the information acquired from these states, we would like to point out that we have been cautioned to keep an open mind on the subject and await additional data on the successful use of bromine before drawing conclusions and making any special recommendations regarding any advantages it may have over chlorine.

According to Mr. C. W. Klassen, Chief, Division of Sanitary Engineering, State Department of Health, Springfield, Illinois, the department policy for disinfection of pools is as follows:

*The Illinois Department of Public Health approves the process of bromination for the disinfection of swimming pool water. At the same time it is realized that the process has not reached a full stage of development. Additional bacteriological studies are needed. Better equipment for feeding bromine should be developed, with the main aims of greater safety to prevent burns, and more accuracy in bromine dosage and control tests.

It should be noted that the only water disinfection

*Quoted by permission of State Department of Health, Illinois, from "The New Swimming Holes," department periodical published October 1947.

Disinfection Today

process which has been approved for a considerable number of years, chlorination has in the past eight years been greatly developed because of recognition of "breakpoint" and the differences between "free" and "combined" chlorine residuals.

Approval of bromination does not alter any department policies in regard to chlorination. Either disinfection process, or a combination of the two, may be used and should be provided at every swimming pool. No pool water disinfection process other than bromination or chlorination is approved.

In May 1947 this department mailed questionnaires on bromine to fifty-three swimming pools in Illinois which had used, or were using, bromine. Replies from twenty-four indoor pools and twenty outdoor pools—a total of forty-four—were tabulated. Some of the replies are quoted:

Years' Experience with Bromine?

Average time—3.5 years (or outdoor swimming season)

Disinfection Equipment Used Before Bromine?

Gas chlorinator	19
Salt chlorinator	7
Hypo-chlorite by hand or with feeder.....	10
Ultra-violet	2
None	2
No answer	4

TOTAL..... 44

Reason for Change to Bromine?

Try to eliminate eye or skin irritation or odors	4
Greater safety or convenience.....	6
Eliminate chlorinator repair expense.....	3
Difficulty in maintaining chlorine residual....	5
Chlorine difficult to obtain (during war)....	14
Try to obtain better results.....	9
Could not obtain a chlorinator or parts.....	3
To replace disapproved equipment.....	5
Using both chlorine and bromine.....	2
No answer	4

TOTAL..... 55

(Greater because of multiple answers)

Odor Complaints Before Bromine?

Yes	17
No	18
No answer	9

TOTAL..... 44

Eye or Skin Irritation Complaints Before Bromine?

Yes	28
No	9
No answer	7

TOTAL..... 44

Odor or Irritation Complaints Since Using Bromine?

Yes	8
No	36

TOTAL..... 44

Prefer Bromine to Previous Disinfectant?

Yes	31
No	6
No answer	7

TOTAL..... 44

Reasons Why Bromine Superior to Previous Disinfectant?

Bromine equipment inexpensive.....	1
Bromine safer to handle.....	8
Less eye irritation.....	20
Bromine equipment requires less attention....	22
Bromine maintained more constant residual..	10
No heavy chlorine tanks to move.....	1
Bromine equipment cleaner than chlorine equipment	1
Bromination process costs less.....	6
Less throat and ear infection.....	1
Filter media cleaner.....	3
Better bacteriological results.....	5
No bad odors.....	12
Less algae trouble.....	5
Less corrosion	2
Pool water clearer.....	3

Reasons Why Previous Disinfectant Superior to Bromine?

Bromine more expensive.....	3
Expensive to heat larger amounts of fresh water introduced by brominator.....	1
Could not obtain a bromine residual.....	2
Bromine equipment needs more attention....	2
Believe chlorine and bromine to be equal....	1
Prefer ultra-violet	1
No answer	5

Bromine Treatment Economy?*

Bromine treatment costs <i>more</i>	12
Bromine treatment costs <i>less</i>	15
No conclusive answer.....	17

TOTAL..... 44

NOTE: Several operators mentioned that it depended on how much bromine was to be used, since the bromine is four to seven times the cost per pound of pure chlorine, but the bromination equipment and maintenance costs are small compared to similar costs on equipment for feeding pure chlorine.

Has Bromine Equipment Been Easy to Use and Trouble Free?

Yes	36
No	6
No answer	2

TOTAL..... 44

Any Accidents or Burns from Bromine?

Yes (burns on the hand; 5 of these still use bromine)	6
No	37
No answer	1

TOTAL..... 44

Did Bromine Cause Any Corrosion?

Yes	3
No	41

TOTAL..... 44

Did Previous Disinfection Treatment Cause Any Corrosion?

Yes	15
No	16
No answer	13

TOTAL..... 44

Are You Still Using Bromine?

Yes	39
No	5

TOTAL..... 44

Additional ("Pro" or "Con" Bromine)

Remarks

None	23
Very satisfied with bromine after 7 years use.	1
Prefer "chlorine plus bromine" treatment....	4
Very pleased with bromine.....	11
Bromination equipment should be improved..	3
Could get no residual using bromine alone...	2

TOTAL..... 44

Regarding the studies made in Michigan, we quote from "A Comparative Study of Chlorine and Bromine for Swimming Pool Disinfection"* by Dr. W. L. Mallman, Department of Bacteriology and Public Health, Michigan State College, and Mr. T. L. Vander Velde, Assistant Sanitary Engineer, Michigan Department of Health:

During the war when a scarcity of chlorine became imminent, bromine was suggested as a satisfactory substitute and a number of pools, particularly in Illinois, were treated routinely. Bromine has not been used in any pool in Michigan to date, but because favorable reports have been received, the writers believed that it would be well to determine its effectiveness under supervision. Accordingly, tests were made at the men's pool in Jenison Field House, Michigan State College, which is conveniently located and could be kept under close observation.

Jenison Field House Swimming Pool

The Jenison Field House swimming pool at Michigan State College has a capacity of 170,000 gallons. It is rectangular in shape, being seventy-five feet long and forty-two feet wide. The depth is four feet at the shallow end and ten and a half feet at its deepest part.

The water is recirculated by drawing from the bottom of the deep end of the pool. This water flows by gravity to an over-and-under baffle mixing chamber. All make-up

*Quoted by permission of Mr. T. L. Vander Velde.

water, alum, and chlorine or bromine are added at the entrance to the mixing chamber. The water then flows through open rapid sand filters. There are three filters, each five feet by eight feet. A 360 G.M.P. pump then sends water through a heat exchanger and back into the pool through inlets spaced twenty feet apart around the outside of the pool. The above design permits a complete pool turnover every eight hours. The recirculating system is operated continuously twenty-four hours a day, seven days a week.

Equipment

The bromine purchased for this experiment was supplied in a 250 pound cylinder. The cylinder is about eighteen inches high and eighteen inches in diameter. The bromine is vaporized by heat and vacuum. The bromine gas then passes through a rota-meter which measures the quantity of the gas, and is mixed with a stream of water in a water ejector. Considerable trouble was experienced with the equipment at the beginning, but before the experiment was finished, the brominator was perfected to a point where very little maintenance was required. The machine is less than five feet high and one foot in diameter. Its bottom extends into the bromide cylinder and a flange on the machine fastens it securely to the cylinder. The cylinder and machine together, therefore, stand about five feet high.

Irritation

During this experiment, an attempt was made to determine the effect on the eyes and nose of bathers, with the use of chlorine and bromine. In a study of this type it must be recognized that irritation of the eyes varies tremendously between different individuals and it also varies to a large degree with the extent of the period of exposure to the water. pH also has some effect on irritation. Some swimmers complain of irritation in water with no chlorine or bromine residual present. The swimming coaches and the students were not notified when bromine or chlorine were being used. Reports of irritation had no logical relationship to concentrations of either chlorine or bromine. Occasional reports of irritation were received when using either bromine or chlorine, but it is the contention of the authors that this would not be attributed to the disinfectant used. It was also observed that no odor was noticeable in the pool room for the residuals carried.

Conclusions

1. Nearly the same bacteriological results were obtained when a residual of 0.5 p.p.m. of either bromine or chlorine was used.

2. It was found from routine operation that it takes about twice as much bromine by weight to carry a residual of 0.5 p.p.m. than it takes with free chlorine.

3. The streptococci index indicates the presence of mouth contamination and is a good measure of varying degrees of contamination in swimming pools.

4. Coli indices are usually zero at normal residuals of bromine or chlorine.

5. Satisfactory equipment can be developed for applying bromine to swimming pools.

6. Irritation of the eyes does not result with bromine or chlorine when used at normal concentrations.

We shall be interested in receiving any further comments or reports based on experiences, studies or experiments on this problem, and shall be glad to pass any such information on to our readers.



The instructor demonstrates skiing techniques to high school students and coaches at Winter Sports School.

State Winter Sports

IN A UNIQUE venture sponsored by the New York State Public High School Association, St. Lawrence University of Canton, New York, was host to the state's First Annual Winter Sports School, December 20-23. Sixty-one high school students, coaches and community recreation leaders attended the four-day session of training in skiing, winter camping and winter recreational sports.

In two respects the venture was novel in New York State. In the first place, it represented the initial attempt to train teachers for further teaching of skiing and winter recreational activities. Secondly, it marked the first time that a standard system of instruction and practice—in the form of the New York State Unified System of Skiing—had been established and promoted in the state for any one sport.

This system of skiing, which is designed for both recreational and competitive activity, was taught by skimeister Otto Schniebs of Lake Placid and a corp of instructors which included three former St. Lawrence University ski captains and other outstanding skiers in the east.

Meanwhile, instructors of Syracuse University

taught winter camping, hiking and other recreational activities to the students at the school.

Most of the practical work of the course was conducted at St. Lawrence University's 300-acre Snow Bowl in South Colton, New York, adjacent to the campus. Talks and informal discussions with movies were held in the university's beautiful Common Room in the Men's Residence.

At the end of the four days, the individual students were checked-out as to their skiing proficiency and their rate of progress during the course. A certificate was later made out and sent to each student with the instructors' rating of the student's ability. All persons connected with the school judged it an outstanding success and expressed the hope that it would become an annual affair.

Dr. Joseph J. Romoda, head of the education department at St. Lawrence, acted as director of the school. He was assisted by George Krablin of the university's department of health and physical education. Among the many observers at the school were Robert Carr, head of the physical education division of the State Education Department, and members of the New York State Public High School Athletic Council.



SNIP—A “quiet mental” game in which the leader points to a player, spells a three-letter word such as “dog,” counts quickly to twelve and says “Snip.” Before she reaches snip, player must say three words beginning with a letter in the original word. Player might say *duck, oyster, girl*.



SNAP—A mental game. Players numbered, all slap thighs, clap hands and snap fingers. On snap, leader calls a number and a geographical name. Group again goes through rhythm. On second snap, person whose number was called must call number of another and give geographical name beginning with last letter of one previously called.



PARTY



PEOPLE HAVE PLAYED social games since time immemorial, but more people than ever are playing them today. Their popularity during the war, for both the military and civilians at recreation centers for servicemen, has carried over into civilian life.

One of the secrets of a successful party is that the games appear to be spontaneous, whereas, actually they have been carefully planned. Games must be keyed to the age and interests of the group, must be changed before interest lags, and must maintain a lively pace so that the evening will hum with good spirits and gaiety. Hostesses who have attempted to get party games going, only to have them fall flat, probably failed for lack of sufficient advance plan-

MIXER—In *Human Checkers*, six persons are seated—three girls, vacant chair, three men. Players move like checkers, one at a time, in one direction, can jump only one person. Object: to get players in opposite order. Several teams can compete.

All-Year-
Round!



THREESOMES—A hostess who finds women guests outnumbered by men, or vice versa, can help equalize matters in this dance. Guests form trios of two men and one woman, if men predominate. The woman stands in center of each trio and the three join hands, facing other trios in a circle. To the music of "Red River Valley," they alternate partners as indicated by a caller. This distribution insures a gay time for all.

AMES

ning, familiarity with the games to be presented, or awkwardness in setting the mood of the party.

One sort of game should be used at the beginning of the evening to keep just-arriving guests occupied; another serves as a "mixer" and turns a roomful of strangers into a gay group; later, "quiet mental" games can be fun and successful with a group which has become acquainted and at ease.

Teaching people how to play is important. The photos shown here were taken by Paul Berg of the *St. Louis Post-Dispatch* at a recreation institute for recreation directors, recently sponsored by the Park and Recreation Association in St. Louis and conducted by a staff member of the National Recreation Association. Reprinted by permission, *Post-Dispatch*.

MUSICAL ROMANCE—Each player has pencil and paper. Leader at piano tells a story interspersed with passages from well-known tunes, titles of which fill in the story. Players write down titles as melodies are played. Most complete list wins.



TEAM WORD GAMES—Two teams prepare for stunt game. Selected two-part words are sung in a ditty such as "Did you ever see a *horse-fly*, a *horse-fly*, etc.?" Other team comes back with another word. Examples: *peanut stand*, *cigar box*, *river bank*.



In which the author stirs up some points that will be well for the recreation worker to remember.

Are We Fair to Our Children?

June Berg

ON THE QUESTION of the advisability of all-out competitive sports for elementary grade students it was gratifying, at an institute for the in-service training of rural and city elementary teachers on physical education in Montana, to hear the state supervisor—Mr. Carl E. Klafs—flatly say and often reiterate that highly competitive sports for under high school age are detrimental and often dangerous. Though the medical authorities have been saying this for years, the question needs to be emphasized and to be pointed up once again to physical education and recreation workers and to parents. We have a way of growing lax about what the authorities say!

Before we get into this discussion, however, let's understand what we mean by competitive sports. We refer to interschool, interplayground athletics, or to field days in which the competition involved is the sole goal, *rather than the enjoyment of the sport itself*. All activities involving big muscle action, such as running or jumping, have a multitude of values for growing boys and girls but not when the children are egged on to a point of high excitement, followed by exhaustion. When a sport has gone to the point where a child must pay in disturbed physical, mental and emotional equilibrium the slightest bit, then you are touching what we call competitive sports, as competitive sports are conducted in the majority of instances.

We don't advocate taking competition out of sports; but we are against highly competitive tournaments, particularly for pre-adolescent and early adolescent years. The least these can be is detrimental. The pressure of his classmates, his parents, and his own natural desire to win is so bitter and galling when upset by a loss that many a child's spirit is broken. As a physical education instructor myself, I have seen high school teams

return from district tournaments, whipped, as guilty as if they had committed all the crimes on the calendar.

What could such an emotional upset do to a younger child's mind and personality? He is not mentally or psychologically or physiologically able to bear the stress. Here, we must take child psychology into careful consideration. The youngster becomes frustrated, embittered, the dregs of failure are hateful in his mouth; he doesn't understand how to combat this personal slap in the face, because that's the way he takes it.

This is misguided sportsmanship.

Some adults—and to adults the idea of competitiveness really belongs—will say, "Teach him to take a few knocks! Let him learn the game early so that when he comes to high school, he will really be able to play."

A car whose motor is raced when it is new, will, as a rule, never be a good car or even a fair car. A child who has received a crushing defeat when he was dead sure of victory, never forgets the sting of that defeat. When he enters high school, he may go so far as to refuse to participate in sports because he doesn't want to take that kind of blow again, no matter what his age.

At our state meeting, the supervisor went on to say that rather than teaching competitive sports, we should give young boys and girls the fundamentals of games but keep them on the learning level; that we should teach them about travelling, about passing, how to shoot a basket, until the class as a majority can do these things well. There are innumerable play and lead-up games incorporating one or more of the principles of the major sports toward which the children are heading. "Play these," said Mr. Klafs, "they will like them."

They are within their age and physical ability range, and they will be absorbing the fine points which some day their team coaches won't have to stop and install in them." He states that a coach can easily enough and quickly enough make a teammate out of any student from a freshman on, teach him to handle the ball properly if the elementary grades have taught the child to handle himself properly.

No one who expects his sports program to be successful will say: "Take *all* competition out." Any boy or girl who practices bouncing a ball on the floor is competing—against his own fumble-fingers. But for success composed of health and child satisfaction, "Take out excessive competition at the elementary and junior high level. The children are not ready for it." Round-robin schedules of twenty basketball games among fifth to eighth graders, followed by a double elimination tournament, have left the players physically and mentally exhausted. Their emotions and mental faculties have completely blacked out. Such occurrences are not uncommon. Ask a doctor about a child's chance to recover from such black-outs. He will shake his head at the odds.

Some will say that children play major sports games on sandlots and backyards, regulation style, as tight as they can go. But in backyards there isn't that emotional strife, that do-or-die feeling inspired by spectators.

At our state meeting, one school administrator asked about the use of a county-wide standard track meet as a yearly get-acquainted event among the grade school pupils. Did the state supervisor approve it? He answered, "No. I have seen track meets where first-graders were running two and three heats of the fifty-yard dash. I have seen the high-jumps cripple two children because their academic teacher didn't know how to teach them to land safely. Seventh and eighth grade girls were putting the eight-pound shot."

"What would you suggest as a replacement for such a meeting? Would you cut out all track events?"

"No, I wouldn't. I would choose relays or those mass games where all visitors could play. Arrange your contestants so that each school has represen-

tatives on each team. Let them play for fun—not for 'blood.'"

On your playground or in your school or even in your own family, consider who wants the antagonism of competitive sports? *You* do; and your school board because tourneys are fine money-makers, good publicity and standard fare on the athletic menu. *Don't* give your townspeople, your student-body or playground clientele a steady diet of only tournament stuff *which requires a small percentage* of the possible *participants*! Make your program so varied that all can play. Teach the children something they can take home, something they can carry into adult life. Folk dancing, for

instance, will have more persons taking part, fewer rooters on the side-lines. What is the age limit for enjoying it? I have never heard.

Each locality has its own regulations; but few school authorities or parents insist upon a pre-physical exam, or even a post until—a post mortem (as in one instance when they discovered that the child had a cardiac condition). High school, college, amateur and professional athletes are constantly under the doctor's thumb for a pulse count. Why stick a little fellow, whose heart is

not even of age, under such blistering, all-out effort that he may develop a heart condition that could wheelchair him for the rest of his days? Medical authorities state that a small boy uses as much energy as a football player during the course of a day. But not—stop to think—in the same amount of time! Don't let the promoters of highly competitive sports tell you that pitting him against others his own age won't be harmful, for he is bound to attempt to put out the energy of an adult in an adult's time with a child's body mechanism.

Not only do we know a child's heart is not equipped for all-out competitive sports, but neither are his bones, particularly those of the shoulders. Collarbones can break when thudded against a football dummy. Football is among the more dangerous of all sports for men of college age; what is an immature, inexperienced boy doing with it?

"They will reach competition soon enough and have to live in it for the rest of their days. Let your children be children and play as children while children," said Mr. Klafs. I agree with him.

Dirty Dishes

Thank God for the dirty dishes
They have a story to tell
And by the stack I have
It seems we are living well.

While the people of other countries
are starving
I haven't the heart to fuss
For by this stack of evidence
God's very good to us.

By Mary Stuber, Junior High school student, from 1946 Anthology of Ohio Verse.

Poetry Project...

(Why not a poetry project in a recreation program?)

THE STATE OF Ohio again makes an interesting and successful attempt to stimulate school children to express themselves in poetry. A new Poetry Project was recently sponsored by the State Department of Education. In six counties there were more than 300 entries. Montgomery County alone had 843 entries.

Forty-eight counties accepted the state's invitation to organize a county poetry committee with an able chairman to promote the project in the schools. The three winning poems from each of these counties (one poem from elementary schools, one from junior high schools and one from senior high schools) were judged by a local judging committee and automatically accepted for publication in the *Annual Anthology of Ohio Verse*. Poems from the fifteen counties remaining, that wanted to cooperate but had no county poetry committees, were selected by the State Judges' Committee.

It is possible that next year the elementary school poems will be classified according to grade to prevent first graders from having to compete

with sixth graders. Neither of the following poems were printed in the Anthology but they were so interesting, we publish them here:

Spring

(By a first grader)

The grass is green
The sky is blue
The earth is fresh
I feel like new.

The Sailor's Pants

(By a fifth grader)

The sailor's pants show every movement
There isn't any room for improvement
In fact I have the word of the tailor
There's hardly room enough for the sailor.

This is a project in which English teachers and other teachers, the poets of various communities, parents, and citizens of promotional media are all cooperating. It is genuinely fine recreation and its sponsorship by the State Department of Education seems quite logical.

The Curtain Goes Up— For Youngsters

FOUR YEARS AGO, the Footlight Players of Charleston, South Carolina, added to their yearly schedule of activities the project of producing three plays each season for children. The project was undertaken at the request of the Central Council of the Charleston Parent-Teachers Association and has succeeded through the cooperation and collaboration of the Players and the Council. It has had the enthusiastic support and help of the schools, both public and private, and of music and dancing teachers.

The plays are for the entertainment of children, but not necessarily performed entirely by them. Adults, teen-age boys and girls and youngsters are cast as the script requires. Every effort is made to give an opportunity to all young people in the

city to try out for parts and to avail themselves of the training in preparing, rehearsing and presenting the series. It is the wish of the Council and the Players to discover and develop native talent.

Too high a tribute cannot be paid to the actors and actresses for their interest, their untiring efforts to please the children and to give their finest performances, rehearsing long hours and travelling, rain or shine, to give a play and to offer the truth, sincerity and human understanding required by the young playgoers. Footlight Players receive no radio or press raves or reviews. There aren't even programs to give them credit—the children can't read, being too young. Their reward, however, is of the highest: they have won the admiration and love of their audiences.

World at Play

4-H Awards—The United States Rubber Company has agreed to provide awards in a National 4-H Recreation and Rural Arts Program, which is just now being offered to State Extension Services throughout the United States. Coincidental with the inauguration of this program, the State 4-H Club Leaders voted to set up a National 4-H Recreation Committee to evaluate and make suggestions for a long-time recreation program.

Recreation Institute—Sponsoring agencies of the Great Lakes Park Training Institute have scheduled the topics of public relations and park and recreation administration for their second annual institute to be held again at Pokagon State Park, Angola, Indiana, the week of February 23 to 27 inclusive. The Institute is conducted by the School of Health, Physical Education and Recreation of Indiana University with the various state park departments and municipal park associations of the midwest, the American Institute of Park Executives and the National Conference on State Parks as co-sponsors.

What Does Recreation Mean to You?—This question was asked by Henry H. Lewis and Glenn B. Sanberg in their article "Recreation in Our Church" which appeared in the November *Highroad*, a periodical prepared by the General Board of Education of the Methodist Church in Nashville, Tennessee. Here is the authors' list of some of the objectives of *good recreation*:

1. Must be creative—re-creation, not wreck-reation.
2. Must develop interests, attitudes, and appreciations—more than just games, crafts, athletics, etc.
3. Must be cooperative, not competitive!
4. Must develop personality, character, wider horizons.
5. Must develop self-expression—an emotional outlet.
6. Must give a feeling of security—of "belonging" to your group.
7. Must break down barriers between individuals.

Watch the Birdie!—Photography as a hobby is encouraged and well-supported by the Recreation Department of San Francisco, California. The Department's Photography Center provides twenty enlargers, six contact printers, automatic washers, automatic driers, floodlights, chemicals for



printing and enlarging and other photographic equipment for its adults and high school boys and girls. During the year lectures, exhibits and competitions are held and from time to time, some of San Francisco's leading photographers offer a few "pointers" to the amateur photographers at the Center. In addition, the Recreation Department's directors are always ready to assist and advise those who desire help.

Looking Things Over—The Playground and Recreation Department of Lexington, Kentucky, took inventory recently and decided just what it can and will do, should and would do, and what it has done in the past. Under "This We Can and Will Do," the Recreation Department listed, among its ten recommendations, the building of a volley ball court and bound ball court closer to the playground area at Castlewood; repairing and painting bleachers on the softball diamond at the same park, and roofing the pavilion at Woodland playground. Included under "This We Should Do" were suggestions for installing new drinking fountains at each park and playground and purchasing new playground apparatus for each park and playground (approximately \$2,200). Wishful thinking—"This We Would Like to Do"—contained hopeful plans for the constructing of a wading pool at Woodland Park, building bleacher seats at the softball diamond at the park so that it might be possible to charge a small admission for exhibition games, and twelve other items.

A City of Action—Los Angeles, California, has been making several important advances in the postwar expansion and development of its municipal system of recreation and parks. The City Recreation and Park Commission has approved an agreement which proposes that the state of California buy virtually all remaining, privately-owned beach frontage in the Venice-Del Rey area—totalling about two miles—and turn this over to the city, on a long-term lease basis, for municipal operation and development. The Commission has also accepted a deed to seventy acres in the San Fernando valley—bought with \$62,500 in funds contributed by local residents and \$50,000 granted by the state—and is planning its development as a district recreation and park facility. In addition, the Recreation and Park Commission has authorized negotiations with the City Airport Commission to acquire a thirty-acre tract for district recreation purposes, and is making plans for a municipal tennis stadium with a capacity of 4,000 seats.

Your Garden in February—There may still be snow on the ground—and probably more to come—but the National Garden Institute of New York suggests that you start your outdoor gardening now by doing the following things:

Finish pruning shrubs, fruit and other trees—it's well to wait until heavy freezing is over before pruning grapes, roses and other vines and shrubs. Cuttings of flowering shrubs with buds may be forced indoors in water.

Drain and fill in ruts in driveways with gravel or cinders. Fill holes in lawn with top soil.

Look over all plantings carefully for scale insects, galls and insect nests.

Build or repair coldframes and hotbeds. As the sun becomes warmer, start some early seed plantings in coldframes or hotbeds outdoors.

Spade the vegetable garden as soon as the ground thaws and is dry enough to work without "puddling."

We Can Dream—Imagine two miles of ocean beach, coconut palm trees as leafy shades, clean, white sand, acres of landscaped picnic and play areas. This is Florida's most recent Utopia—Crandon Park in Dade County. The Park and its Rickenbacker Causeway, formally opened in November, are provided for the citizens of today

—and tomorrow. Plans for the development of needed facilities for this recreation haven are still on the draftsman's table, but eventually major features to be installed will include: archery and driving ranges, eighteen hole golf course and club house, shuffleboard courts, horseshoe lanes, table tennis, softball and baseball diamonds, pre-school play areas, a riding academy, miniature railway and marinas for power and sail boats.

Folk Festival—If you are interested in participating in the 14th Annual National Folk Festival, April 7-10 inclusive, St. Louis, Missouri, write to Sarah Gertrude Knott, Director, National Folk Festival, Room 320, 511 Locust Street, St. Louis 1, Missouri.

Calling All Cars—WANTED by the Los Angeles Police Department—man or woman to play an instrument in the new Deputy Auxiliary Police Band. SUSPECT must be between twelve and twenty years of age, have ability and talent with a band instrument that he or she would like to use in the Los Angeles Number 1 Youth Activities Program. REWARD—furtherance of musical education, public appearances, parades, football games, beach trips, mountain trips, good times as a member of the band.

This clever plea was issued in October as a regular Police Bulletin, complete with fingerprints belonging to the ten fingers needed to play an instrument.



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Yearly Awards

THE AMERICAN ACADEMY of Physical Education, which was established in 1926, and is a restrictive member organization comprised of those who have made distinguished contributions to the field of health, physical education and recreation, provides recognition of achievements in these areas through the form of an award. Every effort is made to select the outstanding contribution in the field of research, publications, administration, creative work and operating programs. The awards are made annually by a majority vote of active members of the Academy.

Recommendations must be submitted prior to February 15 for consideration during that calendar year. They may be made by any recognized organization and institution concerned with physical education and/or by members of the American Association of Health, Physical Education, Recreation and fellows of the American Academy of Physical Education, Commissioners of Education, State Directors, and other persons in official capacity associated with the field of physical education and its related areas. They may be sent to any member of the Awards Committee of the American Academy of Physical Education.

Regulations:

1. *Administrative Award.* This award is designed to recognize one or more individuals who have projected and carried out with success an outstanding administrative task in physical education.

Recommendations will consider projects which have been consummated not earlier than two years preceding the date of award. Such recommendations should describe in sufficient detail the nature of the task, what it involved, how and when it was carried out, and its peculiar contribution in methods, approach and outcomes. Supplemental materials such as reports or printed "write ups" should be forwarded to the committee.

2. *Program Citations Award.* The Academy of Physical Education will from time to time recognize high-grade programs in physical education

and its related fields through citations which are designed to honor organizations and institutions rather than individuals.

Recommendations for such citations will be considered by the committee in the form of a preliminary description and evaluation of the outstanding program. The committee will then make its own investigation and evaluation. Consideration will be given to programs which have been in operation not less than one year. Programs will be cited for the specific years in which they have been operated in accord with a high level of professional standards.

3. *Creative Award.* This is to provide recognition of outstanding contributions made by creative work, the impact of which is significant and definable. Distinguished creative effort does not have to be couched in any specific form as long as it contributes to the growth and development of the profession of physical education and related areas. It may take any form of representation, art forms, music, dance, invention, etc., as long as the work is notable for its excellence and importance.

Recommendations for this award shall include as complete a description as possible of the creative work; its outstanding characteristics; its contribution to the profession; whatever tangible evidence as can be obtained; and names of references with whom the committee may correspond. The committee will consider projects for this award which have been consummated or have been in operation *not less than one year* and not more than five years prior to the date of consideration.

4. *Publication Award.* An award shall be made for a publication considered to be an outstanding contribution to the literature in physical education and areas related to physical education.

It shall be made for a new and complete publication dealing with a unified body of subject matter. (Reprints, magazines, annual reports of conference meetings, individual articles included in larger publications, and the like are excluded.) The publication must be in the form of a book or mono-

graph. (Posters, charts, and similar publications are excluded.) The publication must be printed. (Off-set, multigraphed, mimeographed, and similar publications are excluded.) It must be issued (date marked) *at least one year* before it is considered for an award, and must be issued not more than three years. The publication may deal with any phase (or phases) of the subject (or subjects) covered. (The only exception is research reports which are subject to consideration for the Research Award.) One person cannot be considered for two awards at one time.

The principal grounds for making the award shall be the content subject matter covered, and the character of treatment (scholarship, etc.). If the format of the book warrants it, the author and the publisher shall receive a copy of the award.

Normally it shall be the practice to make one award annually. If conditions warrant doing so, however, more than one award may be given, or no award need be given. The award shall be memorialized in the form of a suitably inscribed certificate, one copy being presented to the author. In the case of joint authorship, each author shall be given a copy. In the case of publications prepared under organization sponsorship without specific authorship, a certificate shall be presented to the sponsoring organization.

5. *Research Award.* This is designed to give recognition to outstanding contributions through research. The research must have been published and digests or reprints submitted for consideration. It must have appeared in print during the current calendar year. It will be judged on the nature and difficulty of the problem; the organization and effectiveness of techniques and the application of the findings. Normally, it shall be the practice to make one award annually. If conditions warrant doing so, however, more than one award may be given, or no award may be given.

The committee will consider research which is brought to its attention through any recognized agency such as institutions of higher learning, social and youth agencies, commissioners of education, members of the American Association of Health, Physical Education, and Recreation, and Fellows of the Academy of Physical Education. The Research Council of the American Association of Health, Physical Education, and Recreation will cooperate with the Academy in evaluating submitted research.

Members of the Committee of Awards

Recommendations may be sent to any member of the Awards Committee of the American Academy of Physical Education:

Dr. Frank S. Lloyd, Chairman, College of the City of New York; Dr. William R. LaPorte, sub-chairman, University of Southern California, Los Angeles, California; Dr. Arthur H. Steinhaus, George Williams College, Chicago 15, Illinois; Dr. Mable Lee, University of Nebraska, Lincoln, Nebraska; Dr. S. C. Staley, University of Illinois, Urbana, Illinois; Dr. D. K. Brace, University of Texas, Austin 12, Texas; Dr. Peter V. Karpovich, Springfield College, Springfield 9, Massachusetts; Dr. Dorothy B. Nyswander, School of Public Health, Berkeley 4, California; Dr. Leonard Larson, New York University, Washington Square, New York 3, New York; Dr. William L. Hughes, Temple University, Philadelphia 22, Pennsylvania; Dr. Elmer D. Mitchell, University of Michigan, Ann Arbor, Michigan; Dr. Helen McKinstry, Russell Sage College, Troy, New York; Dr. Frederick W. Luehring, University of Pennsylvania, Philadelphia, Pennsylvania; Dr. Laurantine Collins, Detroit Public Schools, Detroit, Michigan; Dr. Anna Schley Duggan, Box 2666, Texas State College for Women, Denton, Texas; Dr. V. S. Blanchard, Detroit Public Schools, Detroit, Michigan; Dr. Mabel E. Rugen, University of Michigan, Ann Arbor, Michigan; Dr. John F. Bovard, University of California, Los Angeles 24, California.

Clifford L. Weatherwax

CLIFFORD L. WEATHERWAX died in Jackson, Michigan, November 4, 1947. He had served with distinction since June 1, 1943, as Jackson's first year-round superintendent of recreation. His genial personality and his kindly ways will be greatly missed by the young people of Jackson and by the professional recreation leaders of Michigan and nearby states. The *Jackson Citizen Patriot*, in its issue of November 6, paid tribute to Mr. Weatherwax in the following words*:

"It isn't going to be easy to replace Clifford L. Weatherwax. He was that rarest of men, a worker whose heart was in his job. For him every boy and girl in Jackson was a challenge. He earnestly strove to find a place in healthy play for each of them. And he succeeded in a great way.

"Jackson's progress in public recreation during the years of Mr. Weatherwax's service as director has been a source of profound satisfaction to those thinking citizens who in the past were concerned at the weakness of this program. Working always with a restricted departmental income, Mr. Weatherwax made the most of every penny. He wanted boys and girls off the streets and engaged in clean play. He believed that the way to reduce juvenile delinquency was to provide proper outlets for youthful energy and enthusiasm.

"Jackson has lost a good citizen and an outstanding public servant. Every boy and girl and a multitude of adults have lost a fine friend."

*Reprinted by permission.

Recreation SUGGESTION BOX

Helpful hints and bits of information on this and that. Ways of doing things that have been proved through experience.

Have You Tried?—

In Special Projects—Having senior high school girls and boys act as volunteer leaders of younger groups in special recreation projects such as parties, picnics, stunts, games, festivals and the like. (Many of these young people are potential playground leaders for the future.)

We're All American Parties—Having various nationality groups in the neighborhood put on their native folk dances, display their native art, sing native songs. This sort of party is excellent for use during Brotherhood Week. (See page 522.)

Murder—Passing out slips to all of the guests present. Most of the slips are blank. However, on one is written the word "Detective"; on the second, "Assistant"; and on the third, "Murderer." If the game is to be played in one room, the lights are turned out and the players move about occupying different positions than they did before the lights were extinguished. The person who has the slip with the word "Murderer" on it must lay his hands on some individual. That person screams and falls to the floor and immediately the lights are turned on. The person holding the slip with the word "Detective" on it decides who has committed the crime. The slip with "Assistant" is used only in case the murderer has laid his hands on the person who held the slip containing word "Detective." The detective—or assistant—starts questioning the guests, one at a time, asking what they know about the crime and where they were at the time it was committed. All of the guests, with the exception of the murderer, must tell the truth. When the detective thinks he has questioned people sufficiently and collected enough evidence, he may make one accusation. The person accused then has the privilege of selecting an

attorney for his defense. The group chooses a district attorney and a judge to preside over the case. A trial is then held to determine whether the person accused by the detective is guilty or not. It is sometimes advisable, if the group is very large, to select a jury. Otherwise, all people not engaged in the court are jurors.

The success of the game depends on selecting a detective and district attorney who can put questions quickly and cleverly and draw out all sorts of amusing "detective story" information.

For a shorter, though not so amusing version of the game, allow the detective three guesses as to who committed the crime, and eliminate the trial.

Sit and Sing—Having everyone leave the room except one person. He hides a coin or other object in a secluded spot, but in plain sight. Everyone is instructed to search for the coin, and when he finds it he must not disturb it, but must go to a chair, sit down and start to sing. Last person down gives a forfeit.

Free Films

The following recreation motion picture films are available, free of charge, to schools, clubs and other organizations upon request from the Fisher

60 left!

THE PLAYGROUND NOTEBOOK

1947 SUMMER EDITION

\$1.00

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NATIONAL RECREATION ASSOCIATION
315 Fourth Avenue New York 10, N. Y.

Body Division of General Motors, General Motors Building, Detroit, Michigan. The user pays only the nominal shipping charges to and from Detroit.

"First Century of Baseball"—The new American League sound film; narration by Ted Husing, ace sports announcer. This is a pictorial history of baseball, based upon the findings of the Mills Commission, which traces the game from its rudimentary forms to the "big league" type of games of today. The picture requires approximately forty-two minutes for a showing, is available in both 16 mm. and 35 mm. sizes. Both carry the sound track along the edge and require the use of a sound projector.

"Let's Go Fishing"—A new two-reel sound

picture starring Tony Accetta, the United States professional all-around bait and fly-casting champion. Narrated by Ted Husing, this presents a comprehensive lesson in fishing and bait-casting, illustrating right and wrong methods. An entertaining film to introduce fishing to general audiences as well as to present new ideas to true disciples of Isaac Walton. Film sizes: 16 mm. and 35 mm. with sound track; showing time—sixteen minutes.

"Let's Go Fishing Again"—A new fly-casting sound movie which is a sequel to "Let's Go Fishing," and also is narrated by Ted Husing. Sizes: 16 mm. and 35 mm. with sound track; showing time—twenty minutes.



Metropolitan Miniatures

OUTSTANDING TREASURES from the collections of the Metropolitan Museum of Art are being introduced to the nation through a new project which involves the distribution of a series of miniature color reproductions of these treasures.

The *Miniatures*, in the form of poster-stamps, come in a set which is reproduced on a large perforated sheet of paper and which includes twenty-four reproductions of paintings, sculpture and other art objects from the collections. Each picture is about two by two and a half inches in size and is as faithful a reproduction in color as modern techniques of color photography and plate making processes can provide.

The set is available for \$1.00, and each purchaser sending in his subscription will receive, free of charge, an album into which the stamps may be pasted. Every miniature has its place on the album's pages, with notes on the life of the artist and the historic and artistic qualities of the object.

The *Miniatures* can be put to many uses.

Of special interest to recreation workers will be the fact that they offer interesting possibilities for the development of games involving the identification of pictures; also that they lend themselves to decorating purposes and are ideal for use on lampshades, coasters, ash trays, boxes, and so on. Art groups, craft groups, social groups, individuals—all will enjoy this beautifully colored art gallery in miniature. It will be worth your while to send for a set and look it over!



The Postman Brings



Questions About—

Puppets

Question—My son, age thirteen, thinks of nothing but shows, plays, puppets, settings, props, costumes. My husband and I are of absolutely no use to him so far as our knowledge goes along these lines.

The two other children who help him are a neighbor's girl, age twelve (very artistic in puppet making and drawing), and my daughter, almost ten years old. She is a willing third person but does not have the great urge to produce plays that the other two have.

Can you help these children with pointers for home plays, specialty acts, correct procedure? Most of their work so far hinges on songs, music and tap dancing.

This is not just a passing fancy as I at first thought. They have been working at shows for four or five years and now need expert advice.

They have nearly worn out the book "Family Fun" looking for ideas.

Answer—We were very much interested in your letter because it is very unusual to find a youngster around thirteen years old who has such a concentrated interest in some one activity, and who has maintained this over such a long period of time. It sounds as though he may have a very keen dramatic sense as well as a feeling for design and production and he may very well be a candidate for good dramatic training in the future.

We have checked on our list, for your convenience, some of the material that will help him and his two small satellites.

In addition, we are sending you several free

bulletins and an extra copy of a manual issued by one of the WPA projects in New York City. It is very complete and we believe that your youngster will find it fascinating to study and to try out the various types of puppets, stage productions, costumes, and the like.

Funds for Medicine

Question—Have you information of any city which has an unofficial fund to take care of medical expenses incurred by participants in recreation programs conducted by municipalities? Usually it is held by legal counsel that public funds may be used for this purpose, but it has been reported that there are some cities that have private funds made available to them for emergency cases.

Answer—Such funds are often provided by proceeds of a sports day program which usually includes several ball games and is conducted on a city-wide level with preliminary advertising. The proceeds of the sale of tickets for this sports event formed the backbone of this fund in such cities as Baltimore, Maryland; Cleveland, Ohio; and we think, St. Louis, Missouri. Undoubtedly further information can be had by writing direct to the following: Mr. H. S. Callowhill, Director, Department of Public Recreation, 1129 N. Calvert Street, Baltimore, Maryland; Mr. John A. Turner, Superintendent of Recreation, Department of Parks and Recreation, 330 Municipal Courts Building, St. Louis, Missouri; Mr. Floyd Rowe, Coordinator of Recreation, Board of Education, Cleveland, Ohio.

The recreation department handles the details, office space, telephone, permits, and the like, for such groups and, in the case of Baltimore, also makes a sizable contribution to the cause.

Not similar, but of possible interest to you, is

the over-all insurance plan now working out very successfully in Wisconsin. *The Journal of Health and Physical Education* for November 1945 also carried a story about this plan which has been conducted for several years. A similar plan is in operation in several New England states, and the small fee necessary from each participant, made possible by the total enrollment of all of the youngsters in the schools, makes the group insurance plan an attractive and an efficient one.

A Summer Program

Question—Our community, with a population of 5500, has no supervised recreation program for children. Several women of the First Methodist Church have discussed the possibilities of a summer program for the children of our church. Our present assets consist of about 150 children between the ages of six through fifteen years, a vacant lot adjoining the church and some interested mothers who will supervise afternoon play.

Any suggestions for recreation projects will be a definite help to us in this undertaking.

Answer—We hope that you will not limit your summer recreation program to the young people of the Methodist Church only. A community of 5500 is certainly large enough to provide a rich and adequate program for everyone both young and old.

In the meantime, however, for your plan to convert a vacant lot into a children's playground to be supervised by mothers, we are sending you a number of bulletins which we know will be very helpful not only in laying out and setting up this playground, but in planning the activities. In addition to the books containing program suggestions, we call your attention to the manual *Conduct of Playgrounds* and our publication *Recreation and the Church* which should be of special interest.

Errata

In regard to the reference to the National Park Service in "Accent on Skiing" (page 495, *The Postman Brings*, January 1948 issue of RECREATION), we make the following corrections with our sincere apologies: The National Park Service, again located in Washington, D. C. rather than Chicago, announces that they no longer have a winter sports specialist and that materials on this subject are completely exhausted.

WANTED

Graduate, registered occupational therapists and trained recreation workers for assignments in Illinois state psychiatric hospitals, schools for mental defectives, children's and correctional institutions. Civil service positions, good salaries, opportunity for advancement, excellent retirement and insurance plan, maintenance available.

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Department of Public Welfare

State Armory
Springfield, Illinois

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Pastor of the Valley Church

DOWN KENTUCKY WAY, Jefferson County—ever since 1944—has been building up an excellent county recreation service. One of the leading spirits behind the development and planning of the Playground and Recreation Board is its first chairman, the Reverend L. M. Sanders—pastor of the Valley Christian Church. Pastor Sanders, ever concerned with the good of the community, has a mind of his own and has accomplished much in cooperation with the good folks of the valley. The following write-up of him appeared recently in *Time* magazine*:

A Banker in the Pulpit

For the twenty-fifth time in twenty-five years, Pastor Max Sanders last week offered his resignation. If one member voted to accept it, he explained as usual, he would resign. Max Sanders is still pastor of Valley Christian Church, near Louisville, Kentucky.

He is also the president of Louisville's Stock Yards Bank. (Because it is just across the way from the Bourbon Stockyards, he likes to call it "a stinking good bank.") Sanders works hard at both jobs and feels that they go together fine. "Because I live in the same world my people do, I am closer to them," he says. "And I'm a better banker as the result of my preaching."

White-haired, wispy little Lisle Maxwell Sanders—who is often called "Mr. Kieran" for his famed look-alike—was born forty-nine years ago, the son of a Kentucky farmer and stock trader. When he was eight he went to work as an errand boy in the stockyards, and he gave up his school-

ing after a single semester of high school. In 1932 he joined the bank as a clerk, and has been there ever since.

Max Sanders became a Christian at a revival run by Texas Evangelist Dr. George W. Truett. When the single-room, red-brick Valley Christian Church needed a pastor, he began preaching on alternate Sundays to its congregation of eight. Since 1923 he has carried on alone, with weddings and sick calls as well as sermons. Now his congregations run to 150, out of a membership of 450.

When two couples from another congregation asked to join his church because there were two opposing factions in their own, Pastor Sanders sent them away. "Why, in my church there are seven factions," he said. "You go back and try your church for another year. If you still can't get along, then come back and you can join my church." As Sanders expected, they never returned.

Valley Christian's pastor has a direct, put-up-or-shut-up banker's approach to most problems. At the church's annual fund-raising he says: "Give what you think this church is worth to you. If you think it's worth a dime, don't let anybody talk you into giving a dollar."

Once, when someone asked whether his religion ever interfered with his banking, Sanders exploded: "Christianity isn't worth a tinker's foot if it won't work! The place to find out if Christianity works is at your desk. I apply it to life as I live it."

*Courtesy of *Time*, Copyright Time Inc., 1947.

Private Agencies Train Cooperatively

Jack P. Houlihan

POOING THEIR LOCAL and national organization resources, twenty-two private Community Chest supported agencies working in recreation and allied fields, have launched their first joint in-service training program under the auspices of the Council of Social Agencies. Mrs. Ruth G. Ehlers of the National Recreation Association helped the series off to a good start when she directed a social recreation program at the opening session of the Washington Jewish Community Center last November. It was the first time that many of the workers in the different agencies had met as a unit, and so Mrs. Ehlers' "mixers" scored heavily, both from the training as well as the social aspects.

Coming from the staffs of Boys' Clubs, Settlement Houses, Neighborhood Centers, Boy and Girl Scouts, Campfire Girls, Young Men's and Young Women's Christian Associations, American Youth Hostels and camping groups, the leaders are sharing their experiences for the mutual benefit of all. Specialists such as those from the National Recreation Association staff, from national agency staffs and from Washington, with its many private and public agencies, contribute to the monthly sessions. The leaders attend on agency payroll time.

In addition to receiving training in actual recreational skills, the leaders are learning the philosophy of recreation and group work. Consultants to the Council's Recreation Division in setting up the training are: Dorothea Sullivan, Group Work instructor at Catholic University School of Social Work; Milo Christiansen, D. C. Superintendent of Recreation; and Charles Brightbill, National Recreation Director of the Veterans Administration.

During the December session, the theme was "Holiday Program Planning." Specialists on the program were Edmund Rosenberg of the National Red Cross, and Clarice Smith of the D. C. Recreation Department. Workshops were held on music, drama, arts and crafts, nursery activities, social recreation and game room activities.

Discussion leaders and summarizers for these workshops were representatives of the various organizations participating.

Mr. H. Lloyd Wilson, Executive Secretary of

the Association of American Playing Card Manufacturers, was a guest leader, and gave a demonstration of card tricks and games. Inasmuch as the Council of Social Agencies committee on hospital recreation is interested in selling recreation as a vital factor in patient recovery in civilian hospitals—as it has proved to be in service hospitals—Mr. Wilson's demonstration of the use of card bedside games was very helpful.

Just one big happy family, Washington's private and public recreation leaders are having a lot of fun during their on-the-job training series.

Alfred Jensen . . .

National Recreation Association's Apprentice Fellow Takes Position in Syracuse, New York

(Henry Strong Denison Fund)

MR. JENSEN GRADUATED magna cum laude from Syracuse University with special training in political science, economics, and sociology. After forty months with the Army in the Philippines, China, Formosa, and Japan, he reverted to inactive service with the status of captain.

Following the war, he reentered Syracuse for graduate work toward his Master's and Ph.D. degrees in political science and government. He was granted one of the Association's Henry Strong Denison Fund Apprentice Fellowships in 1947 and was assigned to the Recreation Department in Syracuse, New York, for administrative training.

Mrs. Helena Hoyt, the local superintendent, recognized immediately his capacity for growth and increased his responsibility and assignments rapidly. A fitting climax to this very successful training experience is Mr. Jensen's appointment to the position of assistant superintendent in the Syracuse Recreation Department.

A recent letter indicates Mr. Jensen's appreciation for this training opportunity:

"My thanks go to the National Recreation Association for the subsidization and the guidance which have enabled me to obtain this position. It is definite that without your help I would never have entered the field and that with it two things have been accomplished: recreation has another trained worker, and I have a beginning for a career. I shall try to live up to the standards you have established for me. I feel that the practical training and the gradual assumption of responsibility under the apprentice system is ideal for accomplishing the development of recreation leaders."

At Headquarters . . .

George D. Butler



GEORGE D. BUTLER, of the National Recreation Association, flushed to the roots of his once fair, but now graying hair. He smoothed the back of his head and grinned, "Well, now, I don't know. . . ." You could see him longing for the unobtrusiveness that he has tried (though unsuccessfully) to maintain during his many and quietly efficient years with the Association. The truth of the matter is, that George Butler is shy; but his work with the Association has been such that it has drawn him into the foreground of recreation work in spite of himself.

For a good many years his major staff responsibility has been research. This is carried out in the Association through committees and individual research. Mr. Butler has worked both ways. He has been allied with a number of committees on such projects as the preparation of "Standards in Playground Apparatus," "Surfacing of Recreation Areas," "Record Keeping," "Training Experience and Compensation in Community Recreation Personnel." He has served as Chairman of a committee on Standards of Outdoor Recreation Areas in Housing Developments, at the request of the American Recreation Society; and to a number of occasions has been called to Washington as a representative of the Association to consult on recreation problems with federal planning, hous-

ing, and park authorities. For many years, too, he has been responsible for the Recreation Year Book—a report and analysis of community recreation developments throughout the country.

George Butler came to the Association soon after returning from action overseas in the first World War. A student of high standing during his undergraduate days at Yale, his studies in French had led him to be one of the first to sign up with an ambulance unit to serve with the French Army.

After twenty months overseas he returned to New Haven and his former work with the Yale Bureau of Appointments. He was a little surprised, when permanent offers began coming along, to find himself turning down an excellent banking opportunity in favor of a position with a recreation association. Although he had majored in economics, the possible scope for service in the latter undoubtedly decided him—and has been the motivating and guiding force in the performance of his work ever since.

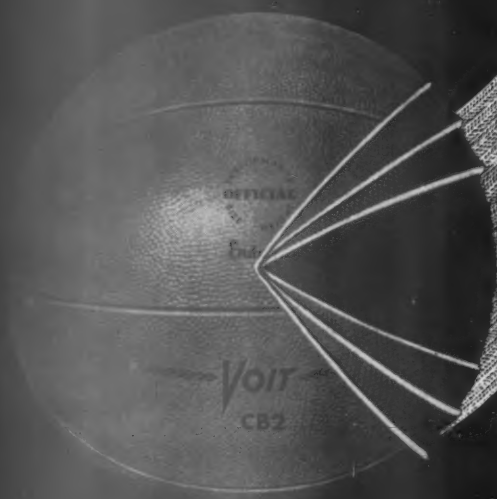
Soon after he joined the Association staff, the Consultation and Correspondence Bureau was formed as a central clearing house for information and the answering of inquiries. George Butler was put in charge, and was instrumental in building up that now flourishing department.

In 1930, 1935 and 1940 he was assigned to direct three studies of municipal parks in the United States: the first in cooperation with the United States Department of Labor, the second with National Park Service, the third with National Park Service and the American Institute of Park Executives. The published reports of these studies present a picture of the municipal and county park movement in the United States that is available from no other source.

To date, Mr. Butler, working in cooperation with his colleagues, is responsible for many carefully exact and informative published materials in the field of recreation. Several of these have become standard textbooks in universities and colleges. Among them are: "Introduction to Community Recreation," which has had nine printings and will appear in a revised edition this year; "Playgrounds—Their Operation and Administration," "Recreation Areas—Their Design and Equipment"—the third in a series, the first two being on "Play Areas" and "New Play Areas"; and "County Parks." He prepared the text for a correspondence course in Municipal Recreation Administration, published by the International City Manager's Association. For several years he has served as instructor in the course. He also has

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prepared training courses for recreation leaders and has given a great deal of time and thought to the subject of standards for recreation areas; and has represented the Association on committees dealing with such varied problems as swimming pools, statistical reporting, leadership standards, recreation areas and facilities.

Quite aside from all this, George Butler achieves a home life which is described enthusiastically by his fellow workers. His is a musical family, and one of which he can justifiably be proud. His two boys are in college, one having been in the army. In his opinion, the ideal form of recreation is a vacation with his family at Friendship, on the coast of Maine.

But Mr. Butler is not swallowed up by his job and family, as evidenced by his community activities. He has served as chairman or president of such local groups as the Home-School Association, Playground Committee, Board of Adjustment and Men's Club, and is a member of the recently appointed Recreation Commission at Leonia, New Jersey. He has been a Scoutmaster, taught Sunday school, and been generally active where local interests are at stake.

Memorial to Felix M. Warburg

IN MEMORY OF Felix M. Warburg, noted philanthropist, a forty-six acre tract of land in Westchester County, New York, was donated to the state park system by Mr. and Mrs. James N. Rosenberg at a simple ceremony in their home on January 13. The land, consisting of woods and fields adjoining the Taconic State Parkway near Pinesbridge Road, New Castle, is a particularly fitting memorial, as the late Mr. Warburg was an active member of the Westchester County Park Commission when the Taconic State Parkway was under construction.

Mr. Warburg's love of nature was recalled by Mr. Rosenberg, retired head of a law firm. The sixteen-year friendship between the two men proved to him that "the faith by which Mr. Warburg lived and for which he labored unceasingly was, that there is but one race: humanity." Mr. Rosenberg termed the presentation "a small gift in honor of a great man."

Mrs. Warburg, widow of the philanthropist, expressed the hope that the memorial tract would enable children to live in an atmosphere "more truly a playground," because her husband's love

for country and children was as great as his love for the arts.

Mr. Warburg was chairman of the first Finance Committee of the National Recreation Association and also served as a member of the Association's Board of Directors.

Among the relatives and close friends of Mr. Warburg attending the presentation ceremony was a son, Frederick M. Warburg, who is also a member of the Board of Directors of the National Recreation Association.



James N. Rosenberg (front left) turns over the Felix M. Warburg memorial. Others seated: Mrs. Warburg, Francis R. Masters, chairman of Taconic State Park Commission. Standing: Gerald, Edward and Frederick, sons of Mrs. Warburg.

Authors in This Issue...

HOWARD WHITMAN—A professional newspaper man who has turned his attention to writing on American social problems. Article on page 507.

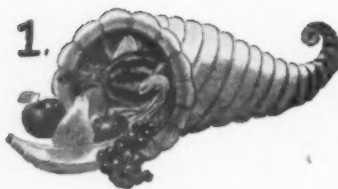
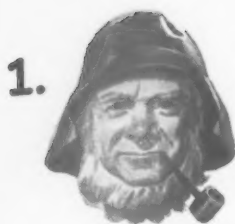
NINCIE CURRIER—Recreation therapist, University of Virginia Hospital, University of Virginia. Article on page 510.

FLORENCE ANDERSON—Author of "Try It Yourself," *The Women's Press*, \$1.00. Article on page 513.

CHARLIE VETTINER—Director, Jefferson County Playground and Recreation Board, Louisville, Kentucky. Article on page 516.

JUNE BERG—Physical education instructor, White Sulphur Springs, Montana. Article on page 530.

JACK P. HOULIHAN—Secretary of Recreation and Group Work Division, Council of Social Agencies, Washington, D. C. and editor of the American Recreation Society quarterly bulletin. Article on page 542.



Match up the people and the horns

(It may mean money to you!)

THE FIRST TWO, of course, are very easy.

The sea captain (1) goes with Cape Horn (2); and the musician (2) with the French horn (3).

That leaves the Average American (3) matched up with the Horn of Plenty (1).

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Let U. S. Savings Bonds fill up your personal Horn of Plenty . . . for the years to come!

Automatic saving is sure saving . . .
U. S. Savings Bonds

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Recreation Training Institutes

February, March

HELEN DAUNCEY

Wichita Falls, Texas
February 2-6
Texarkana, Texas
February 9-13
Austin, Texas
February 16-20
San Antonio, Texas
February 23-27
Temple, Texas
March 1-5
Houston, Texas
March 15-19
Portland, Oregon
March 29-31

Don Greer, YMCA, 803 City National Building

Mrs. Wayne Windle, 1122 Main Street

B. S. Sheffield, Director of Recreation

Miss Lou Hamilton, Superintendent of Recreation

W. E. Routh, Superintendent of Parks and Recreation

A. R. Moser, Superintendent of Recreation

Dorothea Lensch, Director of Recreation

RUTH EHLERS

Evansville, Indiana
February 9-13
Arlington, Virginia
February 24-27
Maryland
March 1-5
York, Pennsylvania
March 8-10
Pennsylvania State College
March 11-13
Richmond, Virginia
March 15-19
Pennsylvania State College
March 22-31

S. J. Medlicott, General Secretary, YMCA, Fifth at Vine Street

Miss Ruth Phillips, Director, Arlington Recreation Center, 3700 Lee Highway

Miss Ethel Sammis, State Department of Education, Baltimore, Maryland

Mary Howard, Superintendent of Recreation

Fred Coombs, State College, Pennsylvania

Harold K. Jack, State Department of Education, Division of Health and Physical Education

W. R. Gordon, in charge of Rural Sociology Extension, State College

ANNE LIVINGSTON

Ft. Pierce, Florida
February 2-6
Gainesville, Florida
February 9-13
Miami, Florida
February 16-27
Pensacola, Florida
March 4-6
Chipley, Florida
March 8-10
Tallahassee, Florida
March 11-13
Live Oak, Florida
March 15-17
Jacksonville, Florida
March 18-20
Gainesville, Florida
March 22-24
Orlando, Florida
March 25-27
Lakeland, Florida
March 29-31

Mrs. Jeanne Macaro, Director, St. Lucie County Recreation Board

Dwight Hunter, County Director of Physical Education and Recreation

Peter Roberts, Superintendent of Recreation

Dean B. C. Riley, University of Florida, Gainesville

FRANK STAPLES

Jacksonville, Florida
February 2-13
West Palm Beach, Florida
February 16-27

N. L. Mallison, Superintendent of Recreation

Ben York, Superintendent of Recreation

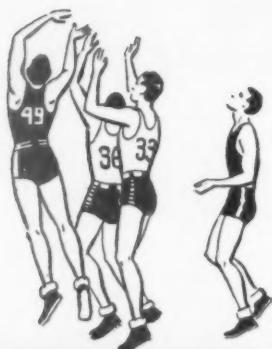
GRACE WALKER

Battle Creek, Michigan
January 19-February 13
Newburgh, New York
February 23-March 5
Blackstone, Virginia
March 8-12
Rustburg, Virginia
March 15-19
Gloucester, Virginia
March 22-26

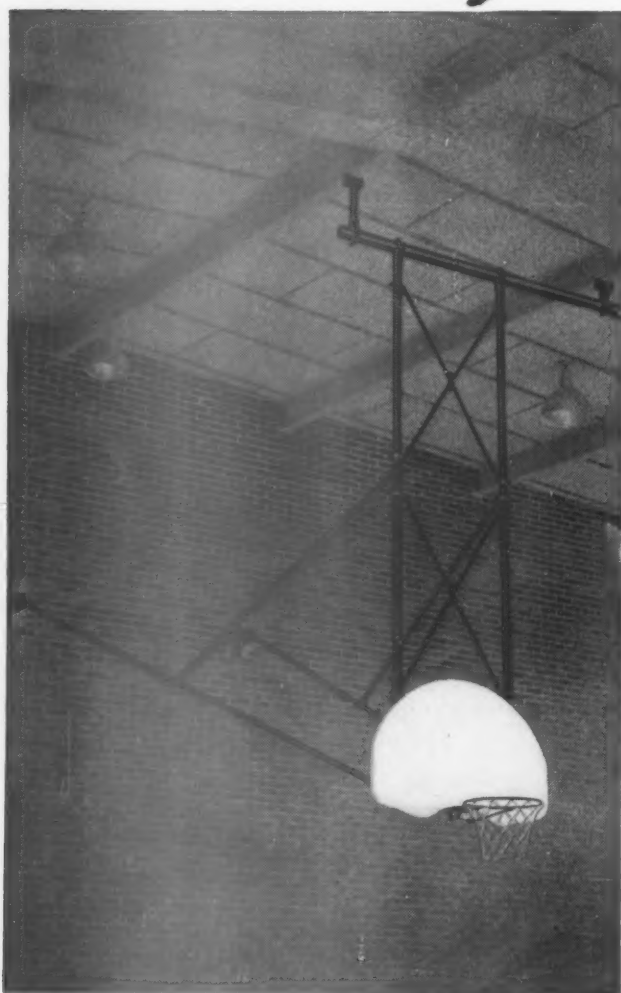
John Wood, Director, Hamblin Community Center, 242 Hamblin Avenue

Glenn Hines, Community Workers Association, 191 Water Street

Lorenzo C. White, Hampton Institute, Hampton, Virginia



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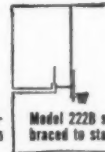
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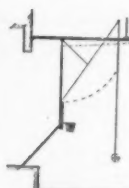
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Jeanne's first position was that of recreation director at Morgantown, West Virginia, where she worked until 1934 when the National Recreation Association asked her to become a member of its staff. As field secretary of Play in Institutions she traveled all over the country, visiting institutions for dependent, delinquent and handicapped children, to advise on recreation programs and train staff members. As a result of her work, thousands of children in institutions enjoyed happier, more normal lives and workers in organizations which give training through institutes gained a new conception of the importance of play for the children in their care.

War service claimed Jeanne's devotion from 1942 to 1944 when she served with the American Red Cross as assistant to the Director, Military

and Naval Welfare Service, and as consultant on recreation in hospitals.

Returning to her home in Philadelphia, she became area field worker of the Philadelphia Health and Welfare Council. Here one of her chief concerns was for the recreational needs of the aged. Again in a neglected field of service she organized clubs and conducted recreation programs for older people.

As late as October 1947, Jeanne participated in the National Recreation Congress, acting as summarizer of the discussions on hospital recreation. Her death occurred on December 31.

The radiant light which was Jeanne Barnes will shine on.

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Magazines and Pamphlets

Recently Received Containing Articles of
Current Interest to the Recreation Worker

Parents' Magazine, November 1947

Know Your Child Through His Play, Evelyn D. Adlerblum

How Much Extra-Curricular? Carmen Stone Allen

Journal of Sociology and Social Research, September-October 1947

Teen Centers and the Adult Community, Louise D. Yuill

Youth United for a Better Home Town, Youth Division, National Social Work Assembly, 134 East 56th Street, New York 22, N. Y. Price, twenty cents.

Recreation Facilities: Standards, Deficiencies, Recommendations, City Plan Commission, Kansas City, Missouri. June 1947

Beach and Pool, October 1947

Organizing and Producing an Aquatic Pageant, Lillian A. C. Burke

Off-Season Protection of Pools

A Review of Swimming Pool Regulations

Bulletin, National Association of Secondary-School Principals, October 1947

Elementary and Secondary Pupil Protection Against Injuries, P. F. Neverman

State Law Creates Mutual Accident Insurance Plans, Thomas H. Pigott

Parks and Recreation, October 1947

Planning the Parks of Tomorrow, Ralph D. Cornell
The Design of Park Shelters, Cabins and Museums, H. W. Groth

India Establishing National Parks
The Maintenance Mart

Think, October 1947

The Story of Weaving, Mary Evans

Bulletin, Association of College Unions, October 1947

Union Prices and the Price Trend Last Year
Costs and the Cost Trend Last Year

Journal of Health and Physical Education, October 1947

The Relationship of Physical Education to Health

Education and Recreation, Gertrude E. Moulton

Play in Education, Victor E. Leonard

The Parent-Child Camp, Nathan Doscher

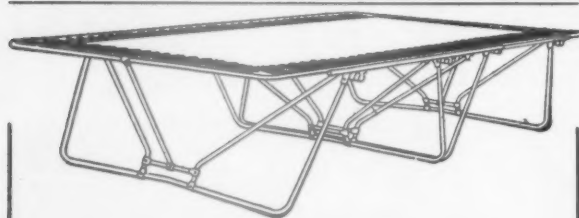
A Playground Project for Small Children, Norma B. Wilson

Camping Magazine, November 1947

Oregon's Self-rating Plan for Camps, Margaret Mili-ken

Pre-School Camping, Clara Fox

Camping Comes of Age, Howard Y. McClusky



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New Publications

Covering the Leisure Time Field

An Aid in Planning

A Guide for Planning Facilities for Athletics, Recreation, Physical and Health Education. The Athletic Institute, Incorporated, Chicago, Illinois. \$1.50.

THIS MATERIAL PRESENTS the results of a workshop sponsored by fourteen national agencies and attended by authorities from education, recreation, city planning and related fields. The *Guide* is designed primarily as an aid to school, park, recreation and city planning officials as well as to civic leaders interested in the development of modern facilities for athletics, recreation, physical and health education.

It carries a number of reports by workshop committees relating to community planning, outdoor and indoor facilities, swimming pools and general building features. Many of the proposals presented involve the joint acquisition and development, on a neighborhood and community basis, of properties to serve as combined school sites and recreation areas. Instead of the terminology widely adopted by recreation and planning authorities in the classification of recreation areas, a new set of titles for park-school properties is proposed.

Kingdom of Adventure: Everest

James Ramsey Ullman. William Sloane Associates, New York. \$4.75.

THE STORY TO date of the attempts to climb twenty-nine thousand and more feet above the sea to the summit of the highest mountain known to man.

"In the early afternoon of June 8, 1924, two men crept slowly and painfully upward along a desolate skyline ridge. Below and on three sides of them were the blue depths of space. Ahead, a scant eight hundred feet above and perhaps a quarter of a mile away, the ridge ended in a steep,

bleak pyramid of rock and snow. This pyramid was the summit of Everest, the highest mountain on earth.

"What those two men thought and felt—what obstacles they encountered and how they sought to overcome them—no one knows. This much, however, we do know; they were there. Two thousand feet below them on the mountainside one of their companions stood staring upward, watching. For five minutes—ten—he followed their progress; two tiny but clear-etched motes against the empty sky. Then presently the sky was no longer empty, but filled with moving mist, and he could see them only faintly through the gray pall. And soon the mist was so thick that they were blotted entirely from sight.

"That was the last ever seen of George Leigh-



Such climbing is not for amateurs; requires staunch courage and expert ice technique.

Mallory, greatest of Everest climbers, and his young companion, Andrew Irvine."

Thus opens this book of drama and mystery, a sure-fire prescription for those who enjoy good reading as a part of their leisure time recreation. Adventuring in an arm chair has rarely been more exciting than that offered by Mr. Ullman in this authentic chronicle of man's assault upon the highest summit in the world.

The author, an experienced mountaineer himself, here presents selections from the rich and varied literature written by the men who have tried to make the peak and who have recorded their experiences, triumphs and despairs. He says: "One of my most memorable boyhood experiences was my first introduction to the Everest adventure . . . And one of my most genuine adult sorrows is that that adventure is to this day, among Americans at least, so little known. . . ." As a result he has gathered together these true tales of danger, courage and beauty into a saga which provides reading of maximum intensity. It is recommended for effective transportation from the everyday cares and worries to the lofty swirling pinnacles of the Himalayas in the mysterious land that held the secrets of Shangri-La, Tibet.

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It's a Pleasure

Feeling ambitious these days? In the mood to putter around and "create"? If you've exhausted all inspiration or just don't know how to get started and on what, you'll be glad to know that the National Recreation Association has a store of material available. Here are just a few of the Association's many arts and crafts publications:

Arts and Crafts for the Recreation Leader	\$1.50
(Information about the types of arts and crafts projects suited to different age levels is supplemented by illustrated directions for making a number of articles in the various classifications.)	
Arts and Crafts Material (MP 150)15
(Suggests many types of mediums used in craft work, giving descriptions and directions for use.)	
Clay Modeling (MP 249)10
(Type of clay needed, equipment, procedure, projects. Also bibliography.)	
Craft Projects That Can Be Made With Inexpensive and Discarded Materials. . .	.20
(MP 256) (Suggests projects and lists materials and references for each craft.)	
Cylinder Weaving (MP 260)05
(Complete directions for this useful craft. Weaving accomplished by using a series of small diameter cylinders as a weaving frame.)	
Easter Crafts and Games (MP 299)15
(Suggestions for decorating Easter eggs, making centerpieces, party favors, invitations, greeting cards, and gifts. Paper crafts and printing.)	
Finger Puppets (MP 322)35
(Construction of several types, stage and bibliography.)	
Fun-to-Make Favors (MP 254)15
(Directions for making novel favors, place cards, and table decorations.)	
Get In There and Paint, by Joseph Alger and What About Water Colors?	
by Chester G. Marsh10
(There's joy for the amateur in painting with oils or water colors!)	
Gifts and Gadgets Made of Paper (MP 297)15
(Includes children's toys, closet accessories, Christmas tree decorations, and other useful items.)	
Homemade Play Apparatus (MP 277)25
(Plans for building a sand box, three board see-saw, three swing set, horizontal ladder, horizontal bar, balance beam, volleyball post, basketball goal, jump standard, baseball backstop.)	
Introducing the Snow Artist (MP 294)05
(Snow and ice sculpture.)	
Katchina Dolls and the Indian Give Away15
(Materials, tools, and directions for making the dolls of the Hopi Indians. Excellent camp or playground material.)	
Let's Make Things (MP 274)35
(A progressive party at which everyone has a chance to make amusing and interesting objects out of odds and ends.)	
Make Your Own Games (MP 332)10
(How to make indoor and outdoor games out of cardboard and wood. Excellent for family fun. Illustrated.)	
Masks—Fun to Make and Wear (MP 286)15
(Directions for making a variety of masks from paper plates, flat paper, sacks, papier mache, animal heads, fan masks, masks with wire eyes, and life masks. Bibliography.)	
New Gadgets from an Old Felt Hat ("Make and Mend" Column, April 1943	
RECREATION magazine)25
(Making articles from scrap felt.)	
Plastics in the Craft Program (MB 1800)05
(A fine challenge for one's imagination!)	
Simple Crafts (MP 328)05
(Crafts for children; includes directions for a paper barometer, pop-up cards, calendar, booklet, bookmark, and paper knife.)	

“WHAT we need is a working creed in the heart of every American: I am an American, an exemplifier and a carrier of democracy. It is my business to be strong and ready to make full use of my country, of my leisure, and of myself; to be strong, to be fully competent and equipped in mind and body; to be ready for anything; to say it not with the clenched fists or the distended eyes of the fanatic, but with the laughter and high spirits of a free man.”—*Roy Helton.*